Comprehensive Progress Report

Mission:
Creating our Tomorrow, Today.

Vision:
Be Positive. Be Respectful. Be the Difference.

Goals:

Through teacher coaching, support, and data analysis, collective EOG Reading scores will increase proficiency by 10% as indicated by the 2023 NCEOG and NCEOC data by June 2023.

All Dillard Staff will increase the use of data to improve instruction and student growth as indicated by EVAAS, iReady, NCEOG/ NCEOC and CNA data by June 2023.

Through teacher coaching, support, and data analysis, collective EOG Math scores will increase proficiency by 10% as indicated by the 2023 NCEOG data by June 2023.

All parental involvement will increase by 50% as indicated by the parent night attendance, parent organization meeting attendance and CNA data by June 2023.

NLDMS will decrease subgroup gaps by 5% using targeted interventions and iReady data by the end of the 2022-2023 school-year.

NLDMS will retain at least 90% of the faculty by June 30, 2023.

! = Past Due Objectives   KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, teachers have protocols and procedures in place to address classroom behaviors by posting or utilizing the school-wide classroom behavior charts (PBIS). A1.07 Our school ensures all teachers establish and positively teach and reinforce rules as well as procedures in their classrooms and throughout the building. Positive behavior incentives are conducted and highlighted monthly for students and teachers. Classrooms and hallways are adorned with school-wide PBIS expectations. Through the beginning teacher program, each new teacher is assigned a mentor as well as a buddy teacher to assist with classroom management strategies, pedagogical decisions, and any other issues that may arise throughout the year. Over the summer, the scheduling of students was intentional to ensure proper heterogeneous grouping in Science and Social Studies and homogeneous grouping in Mathematics and English Language Arts according to EVAAS data. The homogeneous grouping helped to keep differentiation levels according to the class period for mathematics and ELA, streamlining instruction along with Engage curriculum.	Limited Development 10/04/2017		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Major and minor classroom incidents will decrease, along with the number of office referrals, by 30%. There will be fewer referrals and incidences in PowerSchool, which will decrease the amount of instructional time lost.		Jenise Best	06/09/2023
Actions				0 of 3 (0%)		
		10/4/17	Teachers will focus on building positive student relationships while celebrating their successes.		Jenise Best	06/09/2023
		Notes:				
		10/4/17	Administrators will observe and monitor policy and procedures in place.		Jenise Best	06/09/2023
		Notes:				
		11/5/18	Classroom management assistance, coaching, and professional development opportunities will be differentiated by assessed teacher needs.		Clarence Garrett	06/09/2023

Notes:	There will be weekly mentor checks, coaching checks, and walkthroughs to ensure ongoing progress and make changes where needed.			
Implementation:		06/19/2018		
Evidence	6/19/2018			
Experience	6/19/2018			
Sustainability	6/19/2018			

	A1.08	**ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		We will collect data on current practices by January 1, 2023, utilizing NC Check-ins, teacher formative assessments, and iReady diagnostics. We will conduct a needs assessment using a staff survey to ask teachers to submit descriptions of current practices. The Instructional Leadership Team will conduct frequent walkthroughs to determine what we see and hear that could support teaching and learning. We will conduct student interviews and provide professional development based on all previously collected data. Staff training will be self-guided with the instructional leadership providing professional development to content areas and elective areas. Coaches also work one-on-one with teachers requesting and/or needing specific, individualized support. School-based Leadership Team will collaborate with District Support to additionally tailor teacher professional development based on QAI feedback.	Limited Development 10/05/2021		
How it will look when fully met:		• By February 2023, 50% of teachers will consistently demonstrate the teaching and modeling of the metacognitive process as evidenced by the walkthrough rubric and lesson plans. • By May 2023, 80% of teachers will consistently demonstrate the teaching and modeling of the metacognitive process as evidenced by the walkthrough rubric and lesson plans.		**Kimberly Loye**	**06/09/2023**
Actions			0 of 1 (0%)		
	10/5/21	Monitor progress. Instructional leadership team conduct (or incorporate this into) walkthroughs to monitor progress toward goals.		Clarence Garrett	05/31/2023
Notes:					

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			**Curriculum and instructional alignment**			
	KEY	A2.04	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Grade Level content areas meet weekly to review data, create plans aligned with standards, and plan reteaching based on data. Teachers will also search for trends, and share best practices. We use Engage, iReady, and Discovery Ed for our curriculum along with some adjustments to allow for content support through academic vocabulary and literacy support. Engage, iReady, and Discovery Ed are aligned with NC Standards.	Limited Development 12/04/2020		
How it will look when fully met:			Meeting agendas containing instructional resources and planning guides will be documented. The resources used are aligned with the standards being taught. Curriculum mapping for secondary schools will be completed and updated as needed. Aligned benchmarks/Check-Ins and teacher formative assessments will be created and available for monitoring of student progress.		**Michele Bouchard**	**06/09/2023**
Actions				**0 of 4 (0%)**		
		10/11/22	Meeting agendas containing instructional resources and planning guides will be documented.		Anthony Poindexter	06/09/2023
		Notes:				
		10/11/22	Standard-aligned resources will be made available.		Michele Bouchard	06/09/2023
		Notes:				
		10/11/22	Curriculum mapping for secondary schools will be aligned with NC Check-ins to engage in progress monitoring.		Michele Bouchard	06/09/2023
		Notes:				
		10/11/22	Benchmarks, Teacher formative assessments, and Check-ins are created and available for data analysis of student progress.		Michele Bouchard	06/09/2023
		Notes:				
		A2.08	**ALL teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques.(5098)**	**Implementation Status**	**Assigned To**	**Target Date**

| Initial Assessment: | We will collect data on current practices by January 1, 2023, utilizing NC Check-ins, teacher formative assessments, and iReady diagnostics. We will conduct a needs assessment using a staff survey to ask teachers to submit descriptions of current practices (Combine with A 1.08). The Instructional Leadership Team will conduct frequent walkthroughs to determine what we see and hear that could support teaching and learning. We will conduct student interviews and provide professional development based on all previously collected data (Combine with A 1.08).

Staff training will be self-guided with the instructional leadership team providing professional development to content areas and elective areas. Learning strategies: Spaced Practice, Retrieval Practice, Elaboration, Interleaving, Concrete Examples, and Dual Coding. (Smith & Weinstein)

Coaches also work one-on-one with teachers requesting and/or needing specific, individualized support. School-based Leadership Team will collaborate with District Support to additionally tailor teacher professional development based on QAI feedback (Combine with A 1.08).

Evidence for Rubric:

• Verbal- Teachers are heard talking to students about goals, evaluation of strategies, and next steps.
• Written - Teachers plan for the teaching and modeling of the metacognitive process.
• Teachers facilitate student conversations (small groups, learning teams, whole class) about strategies and next steps.
• Teachers model by thinking aloud.
• Teachers provide a process for students to self-monitor. | Limited Development 10/05/2021 | | |

How it will look when fully met:	Goal - By February 28, 2023, 70% of teachers will demonstrate they are promoting a growth mindset in students as evidenced by the walkthrough rubric. Goal - By May 31, 2023, 80% of teachers will demonstrate they are promoting a growth mindset in students as evidenced by the walkthrough rubric.		**Clarence Garrett**	**06/09/2023**
Actions		**0 of 2 (0%)**		
10/5/21	Progress Monitoring: Admin and coaches conduct (or incorporate this into) walkthroughs to monitor which will occur twice monthly.		Clarence Garrett	05/30/2023
Notes:				
10/11/22	Staff will complete professional development related to the Mentoring Minds book study		Kimberly Loye	06/09/2023
Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	Data analysis and instructional planning			
A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Instructional teams review the results of iReady diagnostics to determine students' skill deficits. Students will be regrouped and assigned personalized iReady lessons to work on addressing the skill deficits during BullsEye Targeted Intervention (BETI) block at the beginning of the day. Data from NC Check-ins will be examined to determine how students are performing on the standards being taught during the year. Students will be assigned to daytime tutoring groups to address performance on the standards.	Limited Development 10/12/2021		
How it will look when fully met:	Students will be identified by skill deficits and will complete lessons to address deficits as well as skills mastered. The list of students will be updated monthly as students' needs change as they progress through the curriculum.		Clarence Garrett	06/09/2023
Actions		0 of 2 (0%)		
10/12/21	Teachers will meet bi-monthly in data teams to interpret data and determine levels and interventions.		Clarence Garrett	06/09/2023
Notes:				
10/17/22	The instructional team will compile assessment data to determine groups for intervention, extension, and daytime tutoring groups.		Michele Bouchard	06/09/2023
Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
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
Initial Assessment:	We have implemented bi-monthly data team meetings to analyze qualitative and quantitative data to determine Tier I interventions to help strengthen the core. We will utilize progress monitoring and small group instruction through our built-in daily intervention times. We will continue to strengthen PLCs and the collaboration that takes place there as we expand our knowledge and use of data and interventions.	Limited Development 12/04/2020		
How it will look when fully met:	All students will receive personalized instruction and interventions where needed no matter where they are on the spectrum. The differentiation will happen on Tier 1. The time built into the day for interventions will be used to tutor and fill skill deficits. Students will be constantly identified, monitored and exited from MTSS Tiers 2 and 3 due to successful interventions.		**Jenise Best**	**06/09/2023**
Actions		**0 of 3 (0%)**		
12/4/20	Admin will attend all Data Team meetings to be abreast of the current needs of teachers and their students.		Jenise Best	06/09/2023
Notes:				
12/4/20	Admin will meet with instructional coaches on interventions to strengthen Tier I instruction.		Jenise Best	06/09/2023
Notes:	These meetings should help determine more in-depth the needs of the students to provide teachers with more intervention knowledge to decrease gaps in subgroups.			
12/4/20	Admin will review subgroup data to look for trends and ways to decrease the gaps there through interventions and restructuring. Additional analysis and discussion will occur with Secondary/Accountability Director		Jenise Best	06/09/2023
Notes:				

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:		We will provide weekly Social Emotional Learning lessons for teachers to implement during their morning intervention time. Counselors will avail themselves to meet with students who need additional support. Anonymous tip lines are available for students to report issues to the guidance department and administrative team. Students may complete an online form to request support from the guidance office.	No Development 10/11/2022		
How it will look when fully met:		We will provide weekly Social Emotional Learning lessons for teachers to implement during their morning intervention time. Counselors will avail themselves to meet with students who need additional support. Anonymous tip lines are available for students to report issues to the guidance department and administrative team. Students may complete an online form to request support from the guidance office.		**Emily Pruitt**	**06/09/2023**
Actions			0 of 2 (0%)		
	10/11/22	Social Emotional Lessons are delivered weekly.		Emily Pruitt	06/09/2023
	Notes:				
	10/11/22	Students will receive ongoing counseling services and support.		Emily Pruitt	06/09/2023
	Notes:				

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
Initial Assessment:		We work in coordination with the elementary schools for a day where they all come to the middle school to tour and learn about middle school. We will also take a team of students and teachers and a counselor over to elementary schools to talk to them on their grounds about what to expect from a student perspective and reinforce expectations before arrival on campus. Our students will visit the high school during the day to see what that experience is like, and they will also have an evening where they visit the high school. They will spend the entire time learning about high school from teachers, counselors, and current students. They also tour the high school along with their families.	Limited Development 12/04/2020		
How it will look when fully met:		5th-grade transition visits to N.L. Dillard Middle School. 8th-grade transition visits to Bartlett Yancey Senior High School.		**Emily Pruitt**	**06/09/2023**
Actions			**0 of 1 (0%)**		
	10/11/22	Coordinate with respective schools to conduct tours for transitioning students.		Emily Pruitt	05/30/2023
	Notes:				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school district has scheduled bi-monthly administrators' meetings, a Multi-Tiered System of Support district lead administrators' meetings, and district support and improvement team meetings. The district support and improvement team are composed of directors of instruction and exceptional children director. The director of technology is invited to the support and improvement team meetings on an as-needed basis.	Limited Development 10/15/2022		
How it will look when fully met:			The school district support and improvement team will provide quarterly reports to the building administrators that include data as it relates to student performance, attendance, and discipline as well as the implementation of effective practice indicators.		Medina Jones	06/09/2023
Actions				0 of 3 (0%)		
		10/15/22	The established school district support and improvement team, consisting of instructional directors and exceptional children director, will meet quarterly to review, analyze, and discuss the school's benchmark results along with the school's attendance and discipline data.		District Support	06/09/2023
		Notes:				
		10/15/22	The established school district support and improvement team will assign a member to the school to meet quarterly with the school improvement team for review and progress monitoring of the school's indicator implementation and effectiveness of practices along with student performance data analyses.		District Support	06/09/2023
		Notes:				
		10/15/22	The established school district support and improvement team will meet monthly with building principals to discuss effective instructional practices in the core subjects that either directly or indirectly impact students. In addition, we will review and monitor the school's implementation of the indicators of effective practice.		District Supprt	06/09/2023
		Notes:				

	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
Initial Assessment:			Data-team meetings are bi-monthly and professional learning community meetings are weekly.	Limited Development 10/12/2021		
How it will look when fully met:			The Leadership team will meet twice a month, for an hour. An agenda will be prepared, the minutes will be documented and communicated to members with a focus on instructional improvement driven by data analysis.		Clarence Garrett	06/09/2023
Actions				0 of 2 (0%)		
		10/15/22	A new meeting agenda format will be shared and implemented that will provide a comprehensive account of each meeting with notes and shared links included.		Matt Walters	06/09/2023
		Notes:				
		10/15/22	All meeting dates for the 2022-23 school year will be scheduled in NCStar (North Carolina's web-based school improvement management tool).		Matt Walters	06/09/2023
		Notes:				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	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
Initial Assessment:			All teachers have a common planning block among grade levels. There is a calendar that details protected blocks of time for team meetings as well as content planning.	Limited Development 10/12/2021		
How it will look when fully met:			Instructional teams will be identified and charged with specific functions that will address instructional delivery, and instructional methods, and provide professional development for teachers.		Clarence Garrett	06/09/2023
Actions				0 of 2 (0%)		
		10/15/22	The administrative team will develop guidelines and procedures for the expectations and duties of the instructional team.		Clarence Garrett	06/09/2023

	Notes:			
10/15/22	The instructional team will develop data-driven criteria for schoolwide interventions to be implemented during BullsEye Targeted Intervention period.		Michele Bouchard	06/09/2023
	Notes:			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Monitoring instruction in school**			
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**
Initial Assessment:	The administrative team conducts walkthroughs, classroom visits, and formal teacher observations, and provides guidelines for peer observations. Administration participates in teacher planning sessions and grade-level meetings. The curriculum coaches also conduct ongoing walkthroughs, and classroom visits, participate in weekly PLC meetings and offer constructive feedback as needed.		Limited Development 10/12/2021		
How it will look when fully met:	The principal will communicate established instructional expectations and processes for team planning and instructional delivery. An instructional team will be created to provide professional development, meet with grade-level teams, visit classrooms, and reinforce good practices with an emphasis on data analysis and interventions to address core instruction.			**Clarence Garrett**	**06/09/2023**
Actions			**0 of 5 (0%)**		
10/15/22	All teachers will create data teams and meet bi-monthly to discuss students' strengths and weaknesses, determine appropriate strategies and interventions, regroup students and implement interventions during the BETI clock. Teachers will share out implemented instructional strategies and interventions that impact students' performance levels on assignments and/or assessments.			Clarence Garrett	06/09/2023
	Notes:				
10/15/22	Teachers will be provided professional development in the areas of instructional delivery, growth-producing feedback, and formative and summative assessment data to enhance instruction and improve student performance.			Michele Bouchard	06/09/2023
	Notes:				

Date	Action	Implementation Status	Assigned To	Target Date
10/15/22	Lesson plans, curriculum alignment, and results-focused PLCs will be monitored by the principal and instructional coaches.		Michele Bouchard	06/09/2023
Notes:				
10/15/22	Administrators will conduct weekly feedback and scheduled observations to provide immediate feedback to inform instructional planning, and best practices and grow teacher capacity.		Clarence Garrett	06/09/2023
Notes:				
10/15/22	Teachers, instructional coaches, and administrators will meet in PLCs to analyze data and use their findings to drive their instructional practices.		Michele Bouchard	06/09/2023
Notes:				

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Quality of professional development**			
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**
Initial Assessment:	We observe data in PLCs, and Data Team meetings and the admin team looks at data regularly. We currently use iReady diagnostics to inform regroupings for targeted interventions. NC Check-in data will be utilized to create tutoring groups to address deficiencies in the standards being taught. Teachers will discuss with the administrative team appropriate professional development opportunities and attend, in alignment with professional development plans.	Limited Development 12/04/2020		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	The SIT will have data that they review monthly. PLCs will have a list of data points that can be used to inform planning. Data Teams will routinely meet and progress monitor students to determine the effectiveness of interventions.		**Clarence Garrett**	**06/09/2023**
Actions		**0 of 2 (0%)**		
12/4/20	Create data points for PLCs, SIT, and the Data Teams.		Michele Bouchard	06/09/2023
Notes:				

	12/4/20	Collaborate on how to best use the data in meetings for productivity, timeliness, and effectiveness. After that, using the protocols determined by respective groups.			Clarence Garrett	06/09/2023
Notes:						
Implementation:			09/16/2021			
Evidence	9/16/2021					
Experience	9/16/2021					
Sustainability	9/16/2021					

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Talent recruitment and retention**			
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**
Initial Assessment:	Our school usesTalentEd to screen and establish a pool of candidates. A team consisting of administration, coaches, and teachers will conduct scheduled interviews. The team utilizes a scoring rubric to put forth the best candidate to the board. Teachers are evaluated per a schedule produced each year by the district utilizing NCEES. Teachers are recognized by staff as an annual teacher of the year etc. as well as recognized by their peers with the monthly B.U.L.L.S. awards (Brave, Upstanding, Loyal, Leaders, Serve others). In the event a vacancy occurs, then a highly qualified substitute teacher will be secured to cover the class until a certified teacher can be found	Limited Development 12/04/2020		
How it will look when fully met:	Utilizing TalentEd we will recruit and screen new candidates from a pool, to fill any vacancies. Teacher evaluations are completed in NCEES according to the district's schedule. Teachers are recognized by staff as an annual teacher of the year etc. as well as recognized by their peers with the monthly B.U.L.L.S. awards (Brave, Upstanding, Loyal, Leaders, Serve others).		**Clarence Garrett**	**06/09/2023**
Actions		**0 of 2 (0%)**		
10/15/22	Complete teacher evaluations per district schedule.		Clarence Garrett	05/19/2023
Notes:				
10/15/22	Routinely monitor TalentEd for potential candidates to full vacancies.		Clarence Garrett	06/09/2023
Notes:				

Core Function:	Dimension E - Families and Community			
Effective Practice:	Family Engagement			
KEY E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Parents receive letters, instant messages, emails, and website updates regarding their child's grades, performance, and attendance. We have teacher conferences at school, Individualized Educational Plan meetings, and Open House events. Teachers and the school sends out instant messages, letters, and email correspondences while also utilizing social media to inform the public of events taking place at school. In addition, teachers and the school use the Remind application as well as send interim reports and report cards home. Parents are invited to join the PowerSchool Portal for access to student grades. There will also be Title I Parent Nights focused on curriculum and parental professional development.	Limited Development 10/12/2021		
How it will look when fully met:	Parents will have access to information they need to stay up-to-date on their child's grades, performance, and attendance. We will have face-to-face meetings with family members at the beginning of the year and throughout the year. Materials will be sent home to families informing them of updates, school events, and occurrences at school. We will see an improvement in parent participation in school events. We will see an increased percentage of parent participation in the parent-community satisfaction survey pertaining to the school climate. Parents will join PowerSchool Portal for access to student grades. Each week parents receive an all-call from the school, updating them on the weekly events. Teacher web pages will be updated and utilized as a means of providing more information to key stakeholders.		Clarence Garrett	06/09/2023
Actions		0 of 4 (0%)		
10/15/22	Teachers will make parent contacts for academic and behavioral information to all parents. Teachers will create and update parent contact logs.		NLDMS Admin Team	06/09/2023
Notes:				
10/15/22	The administration will create a weekly phone message, update the school website, and utilize social media (Facebook and Instagram) to create constant communication with stakeholders.		Clarence Garrett	06/09/2023

Notes:				
10/15/22	N.L. Dillard Middle School will have an active PTSO organization that will meet monthly with parents and teacher representatives to encourage parents to assist with various school activities and functions.		Kandi Butts	06/09/2023
Notes:				
10/15/22	Parents will utilize the Parent Portal in PowerSchool to gain instant access to their child's grades, performance, and attendance.		Kandi Butts	06/09/2023
Notes:				