

## Comprehensive Progress Report

### Mission:

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

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

### Vision:

### Goals:

By June 2025, Millis Road Elementary will increase reading proficiency from 57.9% in 2023-2024 to 62.9% in 2024-2025, math proficiency from 65.4% in 2023-2024 to 70.4% in 2024-2025 and science proficiency from 76.7% in 2023-2024 to 81.7% in 2024-2025. (A2.04, A2.26)

By June 2025, Millis Road will decrease chronic student absences by 5%, from 14.8% in the 2023-2024 school year to 9.8% in the 2024-2025 school year. (E1.06)

By June 2025, decrease the 2023-24 number of lost instructional days due to In-School Suspensions and Out-of-School-Suspensions by 10% from 17 in the 2023-2024 school year to 15 in the 2024-2025 school year.



Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		A2.03	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>The principal strives to engage in PLCs weekly. The principal conducts weekly walkthroughs with the instructional leadership (ILT) team.</p> <p>2024-2025 Update - The ILT is rotating subjects bi-weekly to ensure all content areas are receiving strategic feedback. PLC structure includes both a data and a planning PLC weekly per grade level.</p>	Limited Development 09/08/2023		
How it will look when fully met:			When this objective is fully met, teachers will receive on-going coaching feedback from the instructional leadership team weekly.		Jennifer Cooper	06/12/2026
Actions				1 of 3 (33%)		
	9/8/23	Administrative book study of Leverage Leadership 2.0.		Complete 06/07/2024	Jennifer Cooper	06/07/2024
		Notes: 12/21/23 - Both Principal and AP have completed a full read of Leverage Leadership 2.0. Additionally, information from the management and rigor trajectory are shared with staff in the weekly newsletter.				
	9/8/23	Instructional leadership team walkthrough data collection tool maintained.			Daniel Tilley	06/05/2025
		Notes: Administrative team has a shared document to track teacher effective practices and next steps.				
	10/1/24	Data (SPS/IPS/Common assessment within core) and planning PLCs weekly per grade level.			Rachel Francisco	06/12/2026
		Notes:				

		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
		<b>Initial Assessment:</b>	Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing these indicators annually in conjunction with the School Improvement Plan.	Limited Development 09/16/2016		
			Priority Score: 2                      Opportunity Score: 1                      Index Score: 2			
		<b>How it will look when fully met:</b>	The School Leadership Team will meet monthly. The Instructional Leadership Team will meet weekly consisting of the principal, assistant principal and curriculum facilitator. Additionally, beginning in the 2021-2022 school year, the grade level chairs will meet monthly to growth in their knowledge of instructional rounds in effort to build collective efficacy within and across grade levels with high leverage instructional practices.	<b>Objective Met 06/03/22</b>	<b>Jennifer Cooper</b>	<b>06/11/2024</b>
		<b>Actions</b>				
	6/14/18		Monthly meetings will be held during the 2020-2021 school year.	Complete 06/11/2021	Jennifer Cooper	06/11/2021
			<b>Notes:</b> Leadership Team Dates: 9-1-2020 10-4-2020 11-2-2020 12-1-2020 1-5-2020 2-2-2020 3-2-2020 4-6-2020 5-4-2020  The instructional leadership team meets weekly on Tuesdays from 12:30-1:30 to review data, plan for PLCs, discuss coaching trends.			
	9/20/21		Monthly school-based leadership team meetings will be held during the 2021-2022 school year.	Complete 06/03/2022	Jennifer Cooper	05/03/2022

*Notes:* Meetings will be held on the first Tuesday of each month.

8-4-21

9-7-21 (did not hold this meeting due to other BOY staff trainings needed)

10-5-21

11-2-21

12-7-21

1-4-22

2-1-22

3-1-22

4-5-22

5-3-22

The admin team will meet on Friday mornings.

Grade level chairs will meet on the first Wednesday of each month.

<b>Implementation:</b>		06/03/2022		
<b>Evidence</b>	6/3/2022			
<b>Experience</b>	6/3/2022			
<b>Sustainability</b>	6/3/2022			

	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
<b>Initial Assessment:</b>			<p>We have scheduled monthly school-based leadership team meetings (dates can be found on the school's website). In addition, the Millis Road has established goal teams to support the work of our school-based leadership team with leadership team representation throughout. These goal teams consist of: MTSS Behavior Goal Team, Social Emotional Learning Goal Team, Academic/Parental Engagement Goal Team, Media/Technology Goal Team (MTAC). The Attendance Team meets twice a month, independently of the monthly goal team meetings. Additionally, the administration (principal and AP) meet with the CF and district partners to review instructional practices.</p> <p>2024-2025 Update - Goal teams have been adjusted to reflect the structures to support MTSS in the Data PLC structure (Academics, Behavior, SEL). The attendance team is meeting weekly in the first semester and moving to bi-weekly depending on data in the second semester. Monthly goal teams led by certified staff are now Literacy, Math, SEL, and Equity.</p>	Limited Development 09/16/2016		
			<p>Priority Score: 3</p> <p>Opportunity Score: 2</p> <p>Index Score: 6</p>			
<b>How it will look when fully met:</b>			The School Leadership Team will meet monthly (first Tuesday) with an additional goal teams meeting (fourth Tuesday) . The key indicators will drive our meeting and decision-making.		Jennifer Cooper	06/12/2026
<b>Actions</b>				<b>2 of 3 (67%)</b>		
	11/10/20	Goal Teams (MTSS Behavior, SEL, MTAC, Academic/Parental Engagement, Sunshine/Culture) will meet monthly and share minutes during monthly leadership team meetings.		Complete 06/11/2021	Jennifer Cooper	06/11/2021
<i>Notes:</i>						
	9/1/17	School improvement team members will be familiar with Indistar and the key indicators will drive our members.		Complete 12/12/2022	Jennifer Cooper	06/11/2023
<i>Notes:</i>			Goal teams are focusing on indicators in the school improvement plan to drive their work. Members of the leadership team are members on each goal team.			
	11/1/23	The instructional leadership team will meet weekly to walkthrough data and discuss trends in instructional practices.			Jennifer Cooper	06/12/2026

Notes:

Implementation:				12/20/2022		
Evidence			12/20/2022			
Experience			12/20/2022			
Sustainability			12/20/2022			
	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:			Each Grade level or department has an established chair. Teachers have been given appropriate time weekly to plan and implement instructional strategies and lessons for students. PLCs are held weekly to analyze data for increased student performance.	Limited Development 09/19/2016		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
How it will look when fully met:			Student learning will increase due to teachers being well planned and organized. Success with this indicator will be evidenced by DIBELS, NWEA Map Growth Data, IA and CA data, PLC agendas focused on student outcomes. Academic PLC/Data PLC structure with academic PLCs focused on the instructional core and Data PLCs focused on supplemental and intensive supports for students. Teacher will utilize the MRE Planning Guide (created with the research from Leverage Leadership 2.0).		Rachel Francisco	06/12/2026
Actions				0 of 2 (0%)		
2/20/18			Twice Weekly PLCs to include a PLC for core instruction and an as-needed PLC to review SPS/IPS data.		Rachel Francisco	06/06/2025
Notes:						
2/20/18			Grade levels will meet weekly for instructional planning and utilize the MRE planning guide to create a data-driven instruction cycle.		Rachel Francisco	06/12/2026

Notes:

Notes:				
Implementation:		06/29/2022		
Evidence	6/29/2022			
Experience	6/29/2022			
Sustainability	6/29/2022			

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	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
<b>Initial Assessment:</b>			Mrs. Cooper visits classrooms daily and monitors student growth and performance data. She offers feedback following formal and informal observations through two-way dialogue and the evaluation process. The instructional leadership team (Principal, Assistant Principal, Curriculum Facilitator) are engaging in the book study of both Leverage Leadership 2.0 and Get Better Faster to guide the work of instructional rounds, as well as, the research from New Leaders. Grade level chairs were trained in these processes in 2021-2022 school year. In the 2024-2025 school year, GCS is focusing on joyful instruction. The instructional leadership team will guide staff to understand what joyful instruction looks like and monitor for it.	Limited Development 09/19/2016		
<b>How it will look when fully met:</b>			All teachers will consistently receive feedback based on both formal and informal observations or walkthroughs. Mrs. Cooper and Mr. Tilley will visit classrooms on a daily basis to observe instruction and engage in coaching conversations with with teachers as a part of the data-driven instruction cycle. In the ILT will conduct walkthroughs and debriefing sessions to elevate instruction and performance. The ILT will discuss trends in instructional practices and how feedback will be delivered (written, face-to-face, extensive coaching, etc.).		Jennifer Cooper	06/12/2026
<b>Actions</b>				<b>5 of 7 (71%)</b>		
	9/1/17	All teachers will have at least one formal observation complete by January.		Complete 01/23/2019	Russell Harper	01/23/2020
<i>Notes:</i>						
	2/20/18	Mrs. Cooper and Mrs. Garcia will complete formal observations with specific feedback and actionable next steps for staff members.		Complete 05/21/2021	Jennifer Cooper	05/21/2021
<i>Notes:</i>						
	5/15/18	Mrs. Cooper and Mrs. Garcia will hold summative conferences with staff members.		Complete 06/04/2021	Jennifer Cooper	06/11/2021
<i>Notes:</i>						
	9/20/21	Mrs. Cooper and Mr. Tilley will complete formal observations with specific feedback and actionable next steps for staff members.		Complete 05/20/2022	Jennifer Cooper	05/20/2022



Notes:					
9/20/21	Mrs. Cooper and Mr. Tilley will hold summative conferences with staff members.		Complete 05/20/2022	Jennifer Cooper	05/20/2022
Notes: Summative conferences were held with all staff members.					
6/14/18	Mrs. Cooper, Mr. Tilley, and the Curriculum Facilitator will ensure that grade level planning is occurring on a weekly basis. They will provide feedback for lessons (CKLA, UFLI, Morpheme Magic, SEL, EM2) and PLCs.			Jennifer Cooper	06/06/2025
Notes:					
9/12/18	Mrs. Cooper, Mr. Tilley and Mrs. Francisco will complete informal observations/learning walks and provide feedback to teachers.			Jennifer Cooper	06/12/2026
Notes: The instructional Leadership Team is currently completing a book study on Leverage Leadership 2.0 and Get Better Faster with a focus on instructional coaching.					
The instructional leadership team is meeting weekly to look for trends in instructional practices.					
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
Initial Assessment:		The principal and school-based leadership team discuss the school's finances at regular intervals.	Limited Development 09/08/2023		
How it will look when fully met:		The school will ensure all staffing is done in a team manner (group interviews). The principal will ensure all funds are allocated and aligned with what the data indicates. The master schedule will be aligned to the district academic priorities and reviewed with the leadership team.		Jennifer Cooper	06/12/2025
Actions			0 of 5 (0%)		
10/14/24	The school-based leadership team will hold a yearly Summer Leadership Institute to ensure funds are well aligned to the district/school goals. *Stipend supported with Title I funds.			Jennifer Cooper	06/05/2025
Notes:					
10/14/24	The school will assign additional responsibilities to staff to ensure alignment of resources to school/student needs. *Supported with Title I funding.			Jennifer Cooper	06/12/2025
Notes:					
9/8/23	Conduct team interview structures.			Jennifer Cooper	06/12/2025

<i>Notes:</i>				
11/1/23	The school-based leadership team will work alongside their colleagues to discuss allocation of funds and bring this information back to the school-based leadership team/administration to design the school's budget.		Jennifer Cooper	06/12/2025
<i>Notes:</i>				
10/2/24	Review the master schedule.		Daniel Tilley	06/12/2025
<i>Notes:</i> Master schedule is reviewed as year's end and during summer leadership. The leadership team reviews throughout the year if a concern is brought forward to make adjustments.				

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1C: Customize and target support to meet needs			
		B1.07	The school’s Leadership Team/ Health Council regularly reviews data which reflect the school’s health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school has an established attendance team to include the Principal, School Counselor, School Social Worker and data manager. The team reviewed tiered attendance data weekly and make adjustments to supports for scholars/families as needed. The school works alongside mental health support personnel to ensure students have the supports needed. These decisions are guided by the Behavior STP. The Teacher Working Conditions survey is reviewed and priorities are determined by the Leadership Team. The school reviews behavior data from Educator's Handbook at least quarterly.	Limited Development 10/02/2024		
How it will look when fully met:			The school has an established attendance team to include the Principal, School Counselor, School Social Worker and data manager. The team reviewed tiered attendance data weekly and make adjustments to supports for scholars/families as needed. The school works alongside mental health support personnel to ensure students have the supports needed. These decisions are guided by the Behavior STP. The Teacher Working Conditions survey is reviewed and priorities are determined by the Leadership Team. The school reviews behavior data from Educator's Handbook at least quarterly. These data sources will be used to determine next steps for professional learning.		Jennifer Cooper	06/12/2026
Actions				0 of 4 (0%)		
	10/2/24	Attendance team meets bi-weekly to review tiered attendance data and develop supplemental/intensive support for students/families.			Jennifer Wagner	06/12/2025
Notes:						
	10/2/24	The school will ensure the criteria for Breakfast in the Classroom (BIC) are being implemented to the most students possible are eating breakfast daily. The team will ensure leftover food is accessible in the school's shared refrigerator.			Jennifer Wagner	06/12/2025
Notes:						
	10/2/24	Behavior Data reviewed quarterly.			Daniel Tilley	06/12/2026

*Notes:* Reviewed 10-1-24

10/2/24 The leadership team reviews data from the Teacher Working conditions during Summer Leadership and creates/conducts a mid-year survey to monitor progress toward improving working conditions.

Jennifer Cooper

06/12/2026

*Notes:*

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>			It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.	Limited Development 09/19/2016		
<i>How it will look when fully met:</i>			At full implementation, Teacher Working Condition survey results will indicate Millis Road is a wonderful place to work and learn. Additionally, teacher effectiveness data (EVAAS) will indicate that teachers are meeting and exceeding expected growth for all subgroups and levels of students. A data-driven instruction cycle will be implemented and adjustments to instructional practices will be evidenced in observations and informal walkthrough data. Teacher turnover will be lessened indicating teacher satisfaction.		Jennifer Cooper	06/12/2026
<i>Actions</i>				1 of 5 (20%)		
	11/10/20		Millis Road is implementing the "Roadrunner of the Month" to highlight staff members exhibiting a positive attitude and committed to equity of access and opportunities toward successful student outcomes.	Complete 11/10/2020	Jennifer Cooper	06/11/2021
<i>Notes:</i>						

9/20/21	Curriculum Facilitator will provide professional development to instructional assistants in the areas of EM2 and CKLA		Rachel Francisco	06/06/2025
<i>Notes:</i> We will utilize district coaches and school resources to provide training to our instructional assistants.				
10/2/24	The school will partner with local universities to create a pipeline for talent and begin investing in the potential staff members during student teachers through observations and mock interviews.		Jennifer Cooper	06/12/2025
<i>Notes:</i>				
11/10/20	Millis Road will partner with the PTA and various community organizations to support teacher celebrations and overall staff morale.		Jennifer Cooper	06/12/2026
<i>Notes:</i> 11/1/23 - Summit Church brought coffee/hot cocoa for staff.				
4/24/18	We will utilized interview team involved in the selection process of new staff.		Jennifer Cooper	06/12/2026
<i>Notes:</i> Interview teams consisted of the principal, AP, CF (certified interviews) and a grade level/department representative.				

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
<i>Initial Assessment:</i>			Millis Road regularly examines and utilizes school performance data to guide instructional decision-making (DIBELS, NWEA, EM2 Equip, Exit tickets, Interim Assessment Data, walkthrough trends). Data sources are then used to support decisions for professional development with school funding to include the use of Title I funds.	Limited Development 09/19/2016	
<i>How it will look when fully met:</i>			<p>Millis Road regularly examines and utilizes school performance data to guide instruction and decision-making.</p> <p>We will use various data to decide on Professional Learning Community foci for each grade level. Data analyzed will include, but is not limited to EOG proficiency data, EVAAS projections, IA data, DIBELS, NWEA data, common assessments and observational data.</p>		Jennifer Cooper
<i>Actions</i>				4 of 7 (57%)	
4/25/17		Analyze end of year test data to determine areas of need.		Complete 11/15/2019	Ashley Garcia
<i>Notes:</i>					

9/18/17	Our teachers will participate in district offered professional development/coaching throughout the school year. (K-3 CKLA, K-5 Eureka, 4-5 ARC)	Complete 06/11/2021	Lindsay Hubbard	06/11/2021
<i>Notes:</i>				
10/17/17	Teachers will utilize ARC, CKLA, Eureka and GCS literacy coaches to assist as needed with literacy and math planning, instruction, and assessments.	Complete 06/11/2021	Lindsay Hubbard	06/11/2021
<i>Notes:</i>				
11/14/17	Staff members will share strategies and ideas to facilitate student growth and performance during Millis Road Elementary Professional Development Session (MRE PD) and/or staff meetings.	Complete 06/07/2024	Jennifer Cooper	06/07/2024
<i>Notes:</i> In the 2022-2023 school year, MRE PD dates were utilized for PD in the areas of EM2 implementation (vertically aligned sessions on place value, tape diagrams and fractions, LETRS study and Culturally Responsive Teaching and the Brain book study. In the 2023-2024 school year, MRE PD focused on LETRS completion in the first half of the school year and our school-wide book study of The Wild Card in the second half of the school year. Teachers shared ideas on the use of Canva, creating Gimkit games for students and other topics during staff meetings on 4 occasions. This is ongoing and somethings we'd like to continue in the new year.				
9/20/21	Our teachers will participate in district offered professional development/coaching throughout the school year. (K-5 CKLA & Eureka, SEL Harmony, Morpheme Magic, UFLI).		Jennifer Cooper	06/12/2026
<i>Notes:</i> 2021-2022 This year we have been assigned 6 coaching days for Eureka and CKLA. In addition, we will have 10 hours of SEL professional development with our GCS coach.  2022-2023 This year staff has engaged in 14 sessions of EM2 PD and 8 session of CKLA PD. SEL PD has been embedded and delivered by the SEL goal team.  2024-2025 Teachers have been trained in the new curricular programs of Morpheme Magic, UFLI and Sound Wall				
10/2/24	Staff will have an opportunity to attend outside conferences using Title I funding.		Jennifer Cooper	06/12/2026
<i>Notes:</i> 2024-2025 - Subs will be provided for one teacher to attend NCCAT. A sub will be provided for the Media Specialist to present at the state media conference.				

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

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		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:			Currently instructional teams are utilized to access student learning data at the core, supplemental and intensive level.	Limited Development 09/30/2022		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			At full implementation, teachers will have a firm understanding of the supplemental and intensive problem solving model as directed by the MTSS model. Teachers will utilize student data to make decisions about next steps for student learning using the standard treatment protocol. Teachers will engage in ongoing professional development to strengthen their practice. The school will utilize the skills of the district data coach, school psychologist and curriculum facilitator for support.	Objective Met 05/07/24	Rachel Francisco	06/02/2024
Actions						
9/30/22			Training in the MTSS processes for supplemental and intensive problem solving.	Complete 09/27/2022	Tracey Janetta	10/01/2022
Notes:						
9/30/22			Training sessions from district data coach or curriculum facilitator after interim assessments/DIBELS/NWEA windows.	Complete 05/07/2024	Rachel Francisco	06/02/2024



Notes:

Implementation:		05/07/2024		
Evidence	5/7/2024			
Experience	5/7/2024 Data reviews have been conducted after each interim assessment. We also had a school wide data day at MOY.			
Sustainability	5/7/2024			

	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
<b>Initial Assessment:</b>			Our IPST team is in place and meets weekly. Our master schedule includes an intervention/enrichment time for each grade level called WIN time. Beginning in the 2021-2022 school year, instructional assistants are not only working with Kindergarten students but first grade and second grade students as well during WIN time. Teachers have been trained and are implementing the standard treatment protocol for reading and math for supplemental and intensive supports. In the 2023-2024 school year, teachers were trained in the STP for behavior.	Limited Development 09/16/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>			A tiered instructional system will enable teachers to meet the diverse needs of students. Teachers will analyze data and group students for small-group instruction and intervention/enrichment. Individual student goals will be set and monitored throughout the year. Teachers will utilize the standard treatment protocol for reading, math, behavior and writing to intervene with supplemental and intensive level students and progress monitor utilizing FastBridge.		Daniel Tilley	06/13/2025
<b>Actions</b>				<b>0 of 7 (0%)</b>		
	10/14/24	Teachers will engage in Data Day facilitated professional development to disaggregate student data (NWEA, DIBELS, IA), group students for corrective instruction/acceleration and plan for strategic, research-based small group instruction. *Substitutes supported with Title I funding.			Jennifer Cooper	06/13/2025
<i>Notes:</i>						
	10/14/24	The school will employ daytime tutors to support the MTSS process. *Supported with Title I funding.			Jennifer Cooper	06/13/2025
<i>Notes:</i>						
	10/14/24	The school will employ after hours tutors to support the MTSS process. *Supported with Title I funding.			Jennifer Cooper	06/13/2025
<i>Notes:</i>						
	11/14/17	Teachers will provide supplemental and intensive interventions at the classroom level and use this data (DIBELS/NWEA Map Growth) to make referrals to IPS for students making inadequate growth or needing a change in intervention to ensure success.			Daniel Tilley	06/13/2025
<i>Notes:</i>						

4/24/18	3-5 teachers will use formal (district interim assessment) and informal assessment data to guide whole group and small group instruction throughout the school year.		Daniel Tilley	06/13/2025
<i>Notes:</i>				
9/27/18	K-5 teachers will use DIBELS and NWEA Map Growth Data to inform whole group and small group instruction throughout the school year.		Daniel Tilley	06/13/2025
<i>Notes:</i>				
10/2/24	Teachers will be trained in the writing standard treatment protocol.		Rachel Francisco	12/30/2025
<i>Notes:</i>				
<b>Implementation:</b>		06/05/2022		
<b>Evidence</b>	6/5/2022			
<b>Experience</b>	6/5/2022			
<b>Sustainability</b>	6/5/2022			
	<b>A4.17</b>	<b>The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Limited Development 09/30/2022		
		The school is working to implement a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students in partnership with the district multiple times per year and establishes decision rules to determine students in need of targeted intervention. We are partnering with psychological services to provide feedback on the behavioral standard treatment protocol and have provided feedback about its alignment to social-emotional learning. The school is utilizing the data in Educator's Handbook to align goals for behavior to current trends.		
<b>How it will look when fully met:</b>			<b>Daniel Tilley</b>	<b>06/07/2026</b>
<b>Actions</b>		<b>3 of 4 (75%)</b>		
9/30/22	Train new staff in Educator's Handbook.	Complete 09/13/2022	Daniel Tilley	10/01/2022
<i>Notes:</i>				

9/30/22	Implement the standard treatment protocol for behavior based on student data.	Complete 06/07/2024	Daniel Tilley	06/07/2024
<i>Notes:</i> MTSS Behavior Goal team is partnering with psychological services to provide feedback on the district wide standard treatment protocol for behavior (tied to SEL).				
9/7/23	SEL and MTSS Behavior Goal team to partner to create cohesion in protocols and review the behavior standard treatment protocol.	Complete 06/07/2024	Jennifer Wagner	06/07/2024
<i>Notes:</i> Team met twice this year to collaborate on the intersection of behavioral needs and SEL. The team was the first trained on the STP for Behavior.				
10/2/24	Grade level teams will meeting at 5 or 10-week intervals to review supplemental and intensive interventions in academics and behavior.		Rachel Francisco	06/07/2026
<i>Notes:</i>				

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>			Our CHAMPS initiative and procedures are modeled and taught at the beginning of the 2019-2020 school year and reviewed throughout the school year. According to the comprehensive needs assessment, CHAMPS was not implemented with fidelity and therefore the desired outcomes were not yet achieved. Millis Road has established an MTSS Behavior Goal team to develop an MTSS Behavior Manual. The staff has been trained on the effective use of educator's handbook and is beginning to enter minor/major behaviors with fidelity. This year we will be using the Boosterthon fundraiser, which focuses on good choices and decisions. Our guidance counselor provides lessons to all classes twice a month on character development. The school is implementing the Harmony SEL Core curriculum and staff member are participating in the GCS SEL Cohort professional development (10 hours of training).	Limited Development 09/01/2017		
			Priority Score: 1      Opportunity Score: 2      Index Score: 2			
<i>How it will look when fully met:</i>			We will have fewer office referrals and classroom disruptions as monitored by Educator's Handbook. The school will engage in restorative practices after training on 11/2/23.	Objective Met 06/20/24	Daniel Tilley	06/07/2024
<i>Actions</i>						
4/24/18	Train staff on a workday in CHAMPS for the 19-20 school year.			Complete 08/31/2018	Russell Harper	08/31/2019

<i>Notes:</i>				
10/17/17	Character development through Guidance lessons with Mrs. Wagner	Complete 01/15/2021	Ashley Garcia	06/11/2021
<i>Notes:</i>				
10/9/20	Establish an MTSS Behavior Goal Team to develop school-wide standards of success, MTSS behavior lessons for common areas and behavior/action definitions.	Complete 06/11/2021	Ashley Garcia	06/11/2021
<i>Notes:</i>				
9/19/21	Create and train on MTSS Behavior Matrix - MTSS Behavior Goal Team to Train	Complete 01/25/2022	Daniel Tilley	11/20/2021
<i>Notes:</i>				
1/18/22	Staff will be trained in the effective use of educator's handbook to document minor/major behaviors. This data will be reviewed by the MTSS Behavior goal time monthly and the school-based leadership team quarterly.	Complete 12/07/2021	Daniel Tilley	12/07/2021
<i>Notes:</i>				
9/6/23	Restorative practices training	Complete 11/02/2023	Jennifer Cooper	11/02/2023
<i>Notes:</i>				
12/5/23	All certified staff to be trained in the standard treatment protocol for behavior.	Complete 01/23/2024	Daniel Tilley	01/16/2024
<i>Notes:</i> Staff were trained on behavior STP in PLC's.				
11/1/23	Staff will implement the standard treatment protocol for behavior.	Complete 06/07/2024	Daniel Tilley	06/07/2024
<i>Notes:</i> -Beginning 12/8/23 staff will meet during MTSS Data meetings to discuss SPS/IPS behavior.				
11/1/23	The MTSS Behavior goal team and SEL goal team will meet every other month to collaborate around restorative practices and reteaching desired behaviors.	Complete 01/03/2024	Daniel Tilley	06/07/2024
<i>Notes:</i> MTSS and Behavior team met three times to discuss standard treatment protocol and mental health implementation				
11/7/23	Teachers will interact with students in a positive manner as evidenced by 5:1 in ClassDojo.	Complete 06/07/2024	Daniel Tilley	06/07/2024
<i>Notes:</i> -12/5/23 - Feedback given for teachers to review their classroom ClassDojo data. -Teachers requested a "corrected behavior" for positive points				
<b>Implementation:</b>		06/20/2024		

<b><i>Evidence</i></b>	<p>1/18/2022 - Met with the district data coach for intensive train-the-trainer model professional development on Educator's Handbook. Educator's Handbook is being utilized for both minor/major behaviors. The MTSS Behavior goal team team members are workin with their grade levels/departments to provide ongoing support with implementation. 6/7/24 - The standard treatment protocol for behavior has been implemented with fidelity during the 23-24 school year. Teachers are utilizing ClassDojo to track core student behavior data (5:1)</p>			
<b><i>Experience</i></b>	<p>1/18/2022 - The GCS learning area data coach has met with the MTSS Behavior goal team to train the team on Educator's Handbook (10/19/22). The team members then brought that information back to their grade level teams/departments. Additionally, support documents have been shared periodically in the Roadrunner Reporter (weekly email to staff).</p> <p>6/7/24 - The standard treatment protocol for behavior has been implemented with fidelity during the 23-24 school year. Teachers are utilizing ClassDojo to track core student behavior data (5:1)</p>			
<b><i>Sustainability</i></b>	<p>1/18/2022 - The MTSS behavior team will continue to monitor Educator's Handbook data. This team will continue to support their teammates to ensure minor/major behaviors are being entered with fidelity. The MTSS Goal team will work to create continuous supports for tier two behavior referral needs for check-in/check-out. 6/7/24 - The MTSS Goal team will be integrated in data meetings at each grade level to build teacher efficacy and empowerment.</p>			

	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 teams are meeting weekly to discuss and plan standards-aligned instruction. PLCs are held twice a week to analyze data and improve student progress and performance through intentional planning. The first PLC is focused on standard alignment and planning rigorous tasks for core instruction with the second PLC focused on supplemental and intensive interventions based on student data.	Limited Development 09/16/2016		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
How it will look when fully met:			Grade level teams will continue meeting weekly to discuss and plan standards-aligned instruction. During weekly PLCs teachers will continue to analyze data and use it to improve student success. Teachers will utilize coaching feedback and strategies to improve student performance. During ILT walkthroughs, teachers will demonstrate evidence of detailed, targeted lessons that focus on essential standards and provide high-quality tasks for students.		Rachel Francisco	06/06/2025
Actions				3 of 6 (50%)		
1/24/17			Teachers will provide detailed, targeted lesson plans that focus on the NC Standards.	Complete 06/11/2021	Jennifer Cooper	06/11/2021
Notes: Evidenced through Canvas pages, walkthroughs and formal observations.						
9/28/16			ARC, CKLA, & Eureka lesson plans will include standards and I can statements.	Complete 06/11/2021	Lindsay Hubbard	06/11/2021
Notes: Teacher have evidence of standard alignment throughout their lesson plans and their I can statements are listed on slides, Canvas pages and on the board in their rooms.						
12/12/17			Our specialist instructional team, led by Mrs. Larrick, will plan One Day without Shoes (a service learning project to collect shoes for the people of the Democratic Republic of Congo).	Complete 05/31/2024	Tammy Larrick	05/01/2024
Notes: This event occurred on 5/10/2021.						
9/28/16			Each grade level team will document planning sessions (including Soundwalls, UFLI, Morpheme Magic, CKLA, & Eureka) through collaborative planning meeting minutes and turn them in weekly.		Rachel Francisco	06/06/2025

	<p><i>Notes:</i> Grade chairs will be responsible for grade level submissions. This task will be ongoing throughout the school year. Pausing points and standards are discussed and documented on grade level minutes. Specialists are utilizing grade level planning sheets to highlight vocabulary. Teachers are utilizing the internalization documents for CKLA and EM2 to plan instruction cycles.</p>			
11/1/23	Grade level teams will utilize the MRE planning guide to facilitate data-driven instruction cycles.		Rachel Francisco	06/06/2025
	<p><i>Notes:</i> Pausing points and standards are discussed and documented on grade level minutes. Specialists are utilizing grade level planning sheets to highlight vocabulary. Teachers are utilizing the internalization documents for CKLA and EM2 to plan instruction cycles.</p>			
10/17/17	Teachers will include standard numbers on board with "I Can" statements for ease of reference.		Jennifer Cooper	06/06/2025
<i>Notes:</i>				
<b>Implementation:</b>		06/12/2023		
<b>Evidence</b>	6/12/2023			
<b>Experience</b>	6/12/2023			
<b>Sustainability</b>	6/12/2023			



		A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school is an SEL Cohort school and implements Harmony 3.0 SEL curriculum.	Limited Development 09/08/2023		
			Priority Score: 2                      Opportunity Score: 2                      Index Score: 4			
How it will look when fully met:			All teachers will implement Harmony SEL curriculum with fidelity. Teachers will be trained in restorative practices. Teachers will utilize ClassDojo for 5:1 ratio of positive to negative behavior. As a result, major discipline referrals will decrease.	Objective Met 05/07/24	Jennifer Wagner	06/07/2024
Actions						
	9/8/23	Returning staff members will be trained in restorative practices.		Complete 11/02/2023	Jennifer Cooper	11/02/2023
Notes:						
	9/8/23	New staff to Millis Road will be trained in Harmony SEL.		Complete 08/21/2023	Jennifer Wagner	11/02/2023
Notes: New staff took part in webinars on Harmony SEL before the start of the school year. They had options to take it on 8/14 or 8/21.						
	9/8/23	All teacher utilize ClassDojo for both positive and negative points.		Complete 03/01/2024	Daniel Tilley	03/01/2024
Notes: Mr. Tilley trained teachers on the appropriate use of ClassDojo 8/21/23.						
Implementation:				05/07/2024		
Evidence			5/7/2024 - Teachers are maintaining 5:1 ratio with positive:negative feedback to scholars. Teachers are actively communicating with families. Staff have been trained on the standard treatment protocol for behavior and have core, supplemental and intensive supports in place for scholars.			
Experience			5/7/2024 - Teachers have worked to ensure 5:1 positive:negative points on ClassDojo as core behavior supports.			
Sustainability			5/7/2024 - We will continue to train new staff members on the use of ClassDojo for core behavior support. We will invite parents at the beginning of the new school year and throughout. Administration will monitor compliance with 5:1.			

		<b>A2.18</b>	<b>ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Teachers have been trained in Eureka Math Squared and Core Knowledge Language Arts curriculum. Teachers have received professional development in questioning in both content areas around student engagement and questioning.	Limited Development 09/08/2023		
<i>How it will look when fully met:</i>			As evidenced by walkthroughs and formal observations, teachers will use cooperative learning methods and encourage student questioning to create more independent learning/thinking.		<b>Rachel Francisco</b>	<b>06/06/2026</b>
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	9/8/23		Think aloud anchor charts in each classroom (ELA and math).		Rachel Francisco	06/07/2025
<i>Notes:</i>						
	10/2/24		Math and ELA goal teams will work collaboratively to create question stems/sentence starters to improve student questioning and dialogue.		Rachel Francisco	06/06/2026
<i>Notes:</i>						
		<b>A2.20</b>	<b>All teachers use appropriate technological tools to enhance instruction.(5306)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			We are currently a 1:1 district. Students in K-3 have Apple iPads and in 4-5 students use ChromeBooks. Students complete a Responsible Use Course at the beginning of the school year. The school's technology assistant works with scholars to teach coding, book creator, iComic, typing, PowerPoint and other skills. In 2020 the school ensured each classroom has an Epson Projector. The MTAC committee will be working to create 5 min. "tech tidbit" sessions to be shared at staff meetings in the 2023-2024 school year.	Limited Development 09/30/2022		
<i>How it will look when fully met:</i>			When fully met teachers will utilize the technological tools embedded within student devices to get information "out of scholars." Students will be able to have voice and choice as to how they demonstrate mastery of learning.		<b>Heather Higginbotham</b>	<b>06/13/2026</b>
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	9/30/22		Quarterly Professional Development aligned with content in the GCS Blended Learning Newsletter.		Heather Higginbotham	06/06/2026

Notes:						
10/2/24	MTAC committee to be structured within the school-based leadership team to ensure all grade levels/departments are represented. MTAC will have an agenda item on each leadership meeting agenda.			Heather Higginbotham	06/06/2026	
Notes:						
		D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers currently upload all lessons on Canvas. The school utilizes Canvas for students to access assignments with they are home sick. The school has 4 Canvas certified teachers. Teachers are utilizing Canvas as a part of a blended learning environment (assignments are posted on Canvas for use of access during daily lessons) in most classrooms.	Limited Development 09/30/2022		
How it will look when fully met:			Utilize Canvas to create a blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology		Rachel Francisco	06/13/2025
Actions				1 of 2 (50%)		
9/30/22	Train 2 additional staff members to be Canvas certified educators and have them present ideas for blended learning during team meetings.		Complete 06/02/2023	Jennifer Cooper	06/02/2023	
Notes:			Two additional staff members were trained as Canvas educators in the 2022-2023 school year. Teachers worked alongside their grade level teams to expand impact. Virtual classroom transformations were created.			
9/30/22	Partner with assigned blended learning specialist for feedback on lessons and suggestions for strategy implementation.			Jennifer Cooper	06/07/2025	
Notes:			In the 2022-2023 school year, our GCS blended learning specialist, Shannon Franklin, did observations/walkthroughs one time.			
			2024-2025 - Teacher to work alongside blended learning specialist for use of VR goggles to take students on virtual field trips paired with their CKLA units.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
		A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school has established Millis Men (23-24 school year). This is a group for 4th & 5th grade boys to develop leadership skills.	Limited Development 10/14/2024		
How it will look when fully met:			When fully implemented, students will have opportunities to choose from a variety of activities to support them both in and outside of the classroom. Students will have equity of opportunity for field trips to support the written curriculum/standards.		Jennifer Cooper	06/12/2026
Actions				0 of 6 (0%)		
10/14/24		Implement Millis Men/Leading Ladies for 4th & 5th Grade students to hone leadership skills.			Daniel Tilley	06/12/2026
Notes:						
10/14/24		Field trips aligned to student learning. *Supported with Title I funding			Jennifer Cooper	06/12/2026
Notes:						
10/14/24		Collaborate with outside agencies to provide a variety of extracurricular options for students.			Jennifer Cooper	06/12/2026
Notes:		Sprint 2023 - Tawkwondo Fall 2024 - Soccer Shots				
10/14/24		Afterschool chorus			Ashley Dunford	06/12/2026
Notes:						
10/14/24		Student Council			Jamie O'Neill (Packer)	06/12/2026
Notes:						
10/14/24		Students will engage in service learning activities supported by the school Social Worker, School Counselor and Student Council.			Jennifer Wagner	06/12/2026
Notes:		Spring 2023 - Supply drive for students in foster care & shoe drive for One Day Without Shoes (10th year implementing) Fall 2024 - Diaper/Wipe drive for Western NC, Campus Clean-up				

		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
<b>Initial Assessment:</b>			Currently teachers have been trained on district protocols for attendance. This training will be revisited three times during the school year. Teachers are keeping a contact log to show attempts to engage parents and remind them to send notes into school when scholars were unwell. Attendance team meets weekly to review students with 3, 6, 10 absences. Social worker has done home visits for students with whom teachers are unable make contact. School counselor has 1:1 support groups	Limited Development 10/04/2022		
<b>How it will look when fully met:</b>			When this objective is fully met, students at Millis Road Elementary will have reduced chronic absenteeism significantly. Families will submit absence notes within two days of returning to school to reduce the number of students with unexcused absences. Tardies will also be reduced greatly through communication on ClassDojo and the Blackboard ConnectEd system.		Jennifer Wagner	06/07/2026
<b>Actions</b>				<b>2 of 4 (50%)</b>		
	10/31/22	Attendance team meets weekly to review students in Tier 1, 2, 3. Specifically monitoring students who are moving between the tiers.		Complete 12/12/2022	Weaver Walden	12/12/2022
<i>Notes:</i> The school-based attendance team consists of the principal, school social worker, data manager and counselor.						
	10/31/22	A school based attendance plan will be created and monitored monthly.		Complete 12/12/2022	Melissa Warren - Social Worker	02/13/2023
<i>Notes:</i> The plan will be created as a team, shared with the school staff and monitored/adjusted monthly as needed.						
	10/31/22	Teachers will keep an attendance log for students who have 3, 6, 10 absences. Logs will be monitored by the school counselor and school social worker. *School Social Worker .2 allocation purchased with Title I funds.			Jennifer Wagner	06/06/2025
<i>Notes:</i>						
	10/2/24	Attendance team closely monitors the transfer rate of students.			Nakita Whitehead	06/06/2026
<i>Notes:</i>						

		A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs). (5129)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			In the 2022-2023 and 2023-2024 school years, Millis Road had 3 reading and 1 math tutor purchased with district funds. In the 2024-2025 school year, the school has 2 reading tutors (focus on grades K-3). The school is purchasing a math tutor with Title I funding (grade K-5).	Limited Development 10/14/2024		
<i>How it will look when fully met:</i>			The school will utilize the MTSS processes to identify students in need of supplemental instruction in the areas of reading and math. The school will utilize DIBELS, NWEA and EOG data to determine effectiveness of tutoring for our scholars.		Daniel Tilley	06/12/2026
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/14/24		Millis Road will hire daytime tutors to support students supplemental needs in the areas of reading and math. *Supported with Title I funds.		Daniel Tilley	06/12/2026
<i>Notes:</i> 2024-2025 - 2 reading tutors hired with district funds to support K-3 reading. 1 math tutor purchased with Title I funds to support K-5 math.						
	10/14/24		Millis Road will hire after hours tutors to support students supplemental needs in the areas of reading and math. *Supported with Title I funds.		Daniel Tilley	06/12/2026
<i>Notes:</i> Fall 2024 - Millis Road will have 4 after hours tutors (3 reading - 3rd, 4th, 5th grade & 1 math - 5th grade)						

	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:			Teachers introduce students to school language, procedures, and practices. Our fifth graders visit the middle school in the Spring to acquaint themselves to that environment. Last year (2021), 5th grade students and their families were able to participate in a virtual tour of the middle school and were introduced to staff members across departments in lieu of a physical tour due to the pandemic. In the spring of 2023, Pre-K students had the opportunity to be a "Kindergartener for a day" to assist with the transition to Kindergarten.	Limited Development 09/01/2017		
			Priority Score: 1                      Opportunity Score: 2                      Index Score: 2			
How it will look when fully met:			Students will transition effectively from pre-K to Kindergarten and 5th grade to middle school through partnerships between and amongst grade level/schools to support students.		Jennifer Wagner	06/12/2026
Actions				1 of 2 (50%)		
11/10/20			Millis Road will partner with the middle school counselors for middle school course registration.	Complete 06/03/2022	Jennifer Wagner	05/28/2024
Notes:			The middle school provided a virtual opportunity to work alongside our counselor for middle school recognition.			
9/1/17			Fifth graders will visit their incoming middle school (virtually or in-person). Pre-K students will visit a Kindergarten classrooms over the course of one week to have an experience with all content areas.		Jennifer Wagner	06/12/2026
Notes:			Last year (2021), 5th grade students and their families were able to participate in a virtual tour of the middle school and were introduced to staff members across departments in lieu of a physical tour due to the pandemic.			
Implementation:				06/29/2022		
Evidence			6/29/2022 Both objectives have been fully met.			
Experience			6/29/2022 5th graders visited the middle school virtually. Our counselor worked with middle school counselor’s to complete student registration.			
Sustainability			6/29/2022 Continue fostering relationships with middle school providers.			

		A4.21	The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Currently, the school is in year 3 of the GCS SEL Cohort training for adult SEL. Additionally, Millis Road is implementing Harmony SEL. One of the SEL co-chairs has created a pacing guide for implementation of Harmony 3.0. The school did a book study on Culturally Responsive Teaching and the Brain (2023) based on the data collected from the CASEL survey. This year (2023-2024), returning staff will be trained in restorative practices.	Limited Development 09/30/2022		
<b>How it will look when fully met:</b>			At fully implementation the school will be able to utilize the CASEL survey, student survey data, data from Educator's Handbook and other anecdotal data to determine the effectiveness of the evidence-based programs selected for our students.		Jennifer Wagner	06/02/2026
<b>Actions</b>				<b>3 of 4 (75%)</b>		
	9/30/22	Complete and analyze data from yearly CASEL survey.		Complete 06/02/2023	Tammy Larrick	06/02/2023
<i>Notes:</i>						
	9/30/22	Complete book student of Culturally Responsive Teaching and the Brain with all certified staff.		Complete 06/02/2023	Jennifer Cooper	06/02/2023
<i>Notes:</i>						
	9/7/23	Professional development in restorative practices.		Complete 11/02/2023	Jennifer Wagner	11/02/2023
<i>Notes:</i> Administration has scheduled restorative practices training for returning staff members in November. Administration is in close communication with the SEL director for training purposes. Staff will receive day 2 of training only due to the school's in-depth training on SEL over the last few years.						
	9/30/22	Implement pacing of Harmony SEL programming, monitor lessons for fidelity.			Tammy Larrick	06/02/2026
<i>Notes:</i>						



		A4.22	All teachers are responsive to students’ cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers identify the changing demographics of the students in our school. Teachers identified a need to learn how to best meet the academic, behavioral and social-emotional needs of scholars via the 2022 CASEL survey with the SEL goal team. In the 2022-20203 school year, staff completed a book study on <i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond. Staff evaluations indicate an improvement in culturally responsive pedagogy in most classrooms.	Limited Development 09/30/2022		
How it will look when fully met:			Teachers will be able to appropriately differentiate student learning in the areas of academics, behavior and social-emotional learning based on current research on culturally responsive teaching and the brain.		Jennifer Cooper	06/07/2026
Actions				2 of 3 (67%)		
	9/30/22	Completion of book study - Culturally Responsive Teaching and the Brain by Zaretta Hammond.		Complete 06/02/2023	Jennifer Cooper	06/02/2023
Notes:						
	9/30/22	Continue to add culturally responsive titles to the school's physical book collection.		Complete 06/02/2023	Jennifer Cooper	06/02/2023
Notes: Through ESSR, PTA and school funds, the school has added over a hundred new titles to our collection this year (2022-2023).						
	9/30/22	Teachers will be able to appropriately differentiate student learning in the areas of academics, behavior and social-emotional learning based on current research on culturally responsive teaching and the brain.			Jennifer Cooper	06/07/2026
Notes: Staff completed a book study on culturally responsive teaching and the brain in the 2022-2023 school year. Movement breaks have SEL practices have been established.						
In the 2024-2025 school year, staff will complete a book study on Poor Student, Rich Teaching by Eric Jenson and implement the mindsets in the book.						

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers recognize and address students' social and emotional states on a consistent basis through social emotional learning practices. Teachers have begun to address this through implementation of morning SEL meetings. The SEL goal team applied for and was accepted as an SEL Cohort school for the 2021-2022 school year. During year one, professional learning will focus on adult SEL. In addition, Millis Road is implementing the Harmony SEL curriculum for the benefit of our scholars with a focus on creating Harmony Goals and utilizing the Buddy Up component to build more inclusive classrooms. In the 2023-2024 school year, returning MRE staff are being trained in restorative practices.	Limited Development 09/16/2016		
			Priority Score: 2                      Opportunity Score: 2                      Index Score: 4			
How it will look when fully met:			Through professional development, teachers will be equipped with strategies to support the social, emotional, and behavioral states of students.		Jennifer Wagner	06/06/2026
Actions				9 of 11 (82%)		
	6/14/18	CHAMPS will be implemented in the 2019-2020 school year.		Complete 03/13/2020	Tammy Larrick	06/15/2020
Notes:						
	11/10/20	During remote learning, our teachers have engaged in morning meetings to include SEL practices (read alouds, discussion questions, scale of feelings using emojis, chat box discussions).		Complete 09/25/2020	Jenny Wagner	10/31/2020
Notes:			Teacher have intentionally met with students on Friday's during remote learning with class meetings to support students social emotional needs.			
	10/9/20	Guidance counselor will attend the NC Counselor Conference, attend sessions pertaining to SEL and then train staff during a following monthly MRE PD session.		Complete 12/15/2020	Jenny Wagner	12/18/2020
Notes:			Mrs. Wagner is sharing information from her NC Counselor Sessions with the SEL Goal team to then be share amongst various departments.			
	11/10/20	A social emotional goal team will be established with a focus on adult SEL in the 2020-2021 school year in partnership with the GCS SEL department.		Complete 12/15/2020	Jennifer Cooper	06/11/2021

<i>Notes:</i>				
9/1/17	Guidance counselor will develop lessons that meet the emotional and social needs of our students.	Complete 01/20/2021	Jenny Wagner	06/11/2021
<i>Notes:</i>				
9/20/21	Successfully complete 10 hours of professional learning as a GCS SEL Cohort School in the first year.	Complete 06/03/2022	Tammy Larrick	06/03/2022
<i>Notes:</i>				
1/21/21	The social emotional goal team will share SEL openers/closers at monthly staff meetings that can be transferred to classroom practice.	Complete 06/06/2024	Jennifer Wagner	06/06/2024
<i>Notes:</i> -PLC Meetings -Goal Teams -Staff Meetings -PTA Meetings -Next steps are grade level meetings and parent conferences				
9/20/21	Teacher will implement the Harmony SEL curriculum with a focus on the Harmony Goals (classroom agreements) and Buddy Up systems to create a more inclusive classroom.	Complete 06/06/2024	Jennifer Wagner	06/06/2024
<i>Notes:</i>				
11/10/20	Millis Road Staff will utilize the Class Dojo platform for positive behavior support, to keep our community connected and on-going communicate with families through messages.	Complete 12/05/2023	Daniel Tilley	06/06/2025
<i>Notes:</i>				
10/2/24	The SEL goal team will use the CASEL rubric data to guide next steps for SEL implementation.		Jennifer Wagner	06/07/2026
<i>Notes:</i>				
10/2/24	Grade level teams will utilize core behavior/SEL data to make decisions about supplemental/intensive supports for students utilizing the Behavior Standard Treatment Protocol.		Daniel Tilley	06/07/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/05/2022		
<b>Evidence</b>	6/5/2022			
<b>Experience</b>	6/5/2022			
<b>Sustainability</b>	6/5/2022			

		B1.05	The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal does a mid-year survey aligned directly to the teacher working conditions survey and and end-of-year adapt/adopt/abandon survey to ensure staff voices are heard and create collective efficacy. Additionally, parents are asked to complete a mid-year survey for feedback to be reviewed by the leadership team.	Limited Development 09/08/2023		
How it will look when fully met:			At full implementation, the teacher working conditions will indicate the staff believe Millis Road is a safe, engaging place to work and learn. Parent surveys will indicate they are content with their student's education and have a voice in creating the community in which their child learns.		Jennifer Cooper	06/11/2027
Actions				0 of 2 (0%)		
	9/8/23	Review staff survey data with the school-based leadership team.			Jennifer Cooper	06/07/2027
Notes:						
	9/8/23	Work with PTA to submit the PTA National School of Excellence survey/award.			Jennifer Cooper	11/01/2027
Notes: The school received this award in the 2022-2023 school year.						

<b>Core Function:</b>			<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>			<b>Practice 4B: Solicit and act upon stakeholder input</b>			
		E2.01	Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The school-based leadership team has parent representation on the leadership team.</p> <p>2024-2025 The school-based leadership team has 5 parent representatives to guide decision making.</p>	Limited Development 09/08/2023		
<i>How it will look when fully met:</i>			Parents are active participants on the school-based leadership team.		Jennifer Cooper	06/06/2026
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	9/8/23	Ensure there are two parent representative on the leadership team representative of the student body.			Jennifer Cooper	06/06/2026

Notes: 2024-2025 - The school-based leadership team has 5 parent representatives from diverse backgrounds. Two members also serve on the PTA board. Parent representatives voice question, concerns and celebrations and help guide Title I budgeting and event planning.

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	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:			Teachers send home weekly newsletters. The PTA president sends out regular emails. The school uses Blackboard connect to create a nexus between school and home. Report cards/interim reports, along with recent testing data, are sent home quarterly. Teachers offer at least two conferences a year (First and third quarter). IEP goals are reviewed yearly and as needed at meetings alongside parents for EC students. Parents are invited to IPS (Intensive Problem Solving) meetings. All leadership and PTA meetings are open to the public. The attendance team meets bi-weekly to review students who are at risk of being chronically absent. Teachers are trained in attendance procedures to track communication with families. The school conducts curriculum nights at the beginning of the year to explain the core curricular programs and later in the year to play learning games and gain insight as to how their student's learning has progressed throughout the year.	Limited Development 09/19/2016		
			Priority Score: 3      Opportunity Score: 3      Index Score: 9			
How it will look when fully met:			We want parents to feel well informed about what their children are learning at school and how they can help them be successful by supporting learning at home. We want to ensure students "be here to get there." As such, we will partner with our families to reduce chronic absenteeism.		Jennifer Cooper	06/07/2026
Actions				5 of 13 (38%)		
	11/30/16	All grade levels will hold a curriculum night in first quarter.		Complete 11/01/2019	Russell Harper	11/02/2019
Notes:						
	12/6/17	Teachers will send home weekly newsletters throughout the year.		Complete 06/11/2021	Jennifer Cooper	06/11/2021
Notes:						

2/21/17	Teachers will communicate with parents about end of year assessments and grade level standards and performance and their readiness for the next grade level.	Complete 06/11/2021	Lindsay Hubbard	06/11/2021
<i>Notes:</i>				
10/4/22	Teachers will be trained in attendance procedures for various tiers to support student learning.	Complete 06/02/2023	Jennifer Cooper	06/02/2023
<i>Notes:</i>				
10/4/22	Attendance (Principal, School Counselor, Social Worker, Data Manager) team will meet bi-monthly to address chronic absenteeism.	Complete 12/20/2022	Jennifer Cooper	06/02/2023
<i>Notes:</i>				
10/4/22	Principal will regularly (monthly) communicate with families about the importance of attendance (tardies as well). Be here to get there!		Jennifer Cooper	06/12/2026
<i>Notes:</i>				
11/1/23	The school will hold a yearly curriculum carnival to showcase student learning (family event with PTA). *Supported with Title I funding.		Rachel Francisco	06/12/2026
<i>Notes:</i>				
10/11/24	The school will hire a half time Parent Involvement/Youth Development coordinator. This position will support the school with reaching out to families to support healthy attendance, support two "Coffee with Cooper" (coffee with the principal) events and two lunch and learn events, curate a parent library of learning resources (learning games, board games, information) for families to check out, and collaborate with the school social worker and school counselor for the benefit of students. *This position and events will be supported with Title I funds.		Jennifer Cooper	06/12/2026
<i>Notes:</i>				
10/11/24	The school will hold first and third quarter report card events for students to showcase their learning portfolios for their families and parents can pick up their students report cards. Food will be provided for families at this event. *Supported with Title I funds.		Rachel Francisco	06/12/2026
<i>Notes:</i>				
10/11/24	Two Coffee with Cooper (Coffee with the Principal) events will occur in the first and third quarter of the school year. These events will be informal in nature. The first event will showcase our school social worker and school counselor as a recent survey indicated an interest from families on learning more about these positions. The third quarter topic is TBD. Coffee and a light breakfast will be served. *Supported with Title I funds.		Jennifer Cooper	06/12/2026
<i>Notes:</i>				

10/11/24	Two Parent Professional Development (Lunch and Learn) events will be held. One event will be held in the second quarter and one in the fourth quarter. Per a recent parent survey, topics will focus on literacy and understanding assessments and how to support students at home. The school will work with Guilford Parent Academy to plan these events. *Parent Professional Development, Parent Supplies and Parent Food supported with Title I funds.		Jennifer Cooper	06/12/2026
<i>Notes:</i> 1/28/25 - Parent Lunch & Learn held - 15 parents in attendance - Partnership with Guilford Parent Academy and the ELA Department. Topic: How to support your child with literacy at home.				
10/14/24	The school will mail final report cards at years' end. This will include information about supporting learning at home over the summer months and the school calendar for the following year. *Supplies and postage for this mailing will be supported with Title I funding.		Jennifer Cooper	06/12/2026
<i>Notes:</i>				
10/17/17	Teachers will hold 1st and 3rd quarter conferences		Daniel Tilley	06/12/2026
<i>Notes:</i> November 4-20, 2020 - First quarter conferences held.  Teachers scheduled conferences with parents as needed to discuss grades, strengths, areas for improvement, and data (IAs, Istation, FastBridge, SPS/IPS, etc.).  October 18th-26th, 2021 - First quarter conferences held via Teams.  2023 - First quarter conferences held in-person, via Team or phone. Administration and school social worker worked collaboratively with teachers when families were hard to reach.  11/14/24 - Student lead conferences held. 85% of families attended.				
<b>Implementation:</b>		06/12/2023		
<b>Evidence</b>	6/12/2023			
<b>Experience</b>	6/12/2023			
<b>Sustainability</b>	6/12/2023			

		<b>E1.12</b>	<b>The school ensures that all parents understand social/emotional competency and their role in enhancing their children's growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			The school has shared information about Harmony SEL goals during beginning of year curriculum nights. The school has done one parent "lunch and learn" on SEL in the 2021-2022 school year.	Limited Development 09/30/2022		
<b>How it will look when fully met:</b>			Offer social-emotional "lunch and learn" sessions yearly to equip parents with strategies. Share unit parent letters from Harmony SEL.		<b>Jennifer Wagner</b>	<b>06/12/2026</b>
<b>Actions</b>				<b>4 of 5 (80%)</b>		
	9/30/22	Parent SEL "lunch and learn" session.		Complete 03/10/2023	Jennifer Wagner	03/10/2023
<i>Notes:</i>						
	11/1/22	Teachers will utilize SEL openers and closures during third quarters parent conferences.		Complete 05/05/2023	Jennifer Wagner	04/01/2023
<i>Notes:</i>						
	9/30/22	Send home unit Harmony SEL newsletters to parents via ClassDojo or hard copy.		Complete 02/24/2023	Jennifer Wagner	06/02/2023
<i>Notes:</i>						
	11/1/22	SEL Openers and/or Closures will be utilized at the PTA meetings		Complete 03/09/2023	Jennifer Cooper	06/02/2023
<i>Notes:</i>			-Completed SEL opener and closer at the PTA meeting on 11/3/22			
	10/14/24	Counselor communicates information to families about goal setting and follows up on students' success with their goals. This can be accomplished in the whole group or small group school counseling sessions.			Jennifer Wagner	06/12/2026
<i>Notes:</i>						