

**Mission:**

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

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

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

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

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

Goal 2: The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 3.8% in SY2021-22 to 15.9% in SY2022-23 and 28% in SY2023-24.

Goal 1: The percent of Black and Hispanic 3rd grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 3 Mathematics EOG will increase from 3.8% in SY2021-22 to 15.9% in SY2022-23 and 28% in SY2023-24.



*Initial Assessment:*

Currently at Mountain Island Lake Academy teachers have classroom expectations posted as well as school-wide expectations, the MILA's WAY (Make Wise Choices, Institute safety, Lift others up, and Aspire to achieve). Teachers are teaching SEL lesson on character traits, such as, respect, kindness, and anti-bullying. In grades K-2 a clip system is being used to reinforce behavior expectations. (Goal 4)

Limited Development  
09/15/2022

Priority Score: 3

Opportunity Score: 3

Index Score: 9

*How it will look when fully met:*

When this objective is fully met it will be evident upon entering a

9/15/22	Teachers will receive professional development on Social emotional learning for Caring Schools and 7 Mindsets. (FAM-S 31)		McDuffie, Parker	06/14/2024
<i>Notes:</i>				
9/15/22	A and A/B Honor roll celebrations will occur quarterly for qualifying students. (FAM-S 3)		McDuffie, Reed, Parker, Smart, and Presson	06/14/2024
<i>Notes:</i> Behavior celebrations will occur quarterly for all grade levels.				
9/13/23	Teachers will include SEL lesson plans during weekly planning and implement SEL plans daily. (FAM-S 31)		McDuffie, Parker	06/14/2024
<i>Notes:</i>				
<i>Implementation:</i>		07/14/2023		
<i>Evidence</i>	7/13/2023 Training was provided by team trained during the 1st week of teacher PD.			
<i>Experience</i>	7/13/2023 The school undertook Caring Schools and 7 Mindsets training and provided training during PLCs for teachers to implement during SEL time.			
<i>Sustainability</i>	7/13/2023 We will need to monitor the implementation process more consistently.			


*Initial Assessment:*

As of June 2023, our goal of increasing Math 8 CCR from 3.8% to 15.9% and 3rd grade ELA from 22.4% to 29.8% were not met. Our preliminary data shows our students grew this school year in reading for 4th and 7th grade (10.2% and 16.5), 5th grade science (9.1%) and math 4, 7, and Math 1 (11.6%, 4.2%, and 2.9%), but our we decreased in key areas such as reading 3, 5, 6, and 8 (11.6%, 3.6%, 20.3%, and 4.1% and math 3, 4 6, 8 (11.6%, 3.8%, 11.9%, and 4.1%) . We will await the EVAAS data to glean a clearer picture of individual teacher success in these areas, but as a school, we did not meet our goals. However, our Math 8 CCR did increase 3.8% to 4.1%. Success aligned to this indicator includes weekly walkthrough and monthly support from New Teacher Institute which provided targeted and intentional support for the 8th grade teacher. We reflect on the indicators for success and revise as needed, in and effort to provide academic stability for the core of ELA and math. This year we scheduled AE after first block in the middle school and during the day for elementary students. This strategically placed teachers with students based on academic needs, giving them an enrichment or remediation experience. Our PLC's met at least twice a week throughout the school year led by a facilitator in K-8 and district support for literacy. They created meaningful plans of action including targeted interventions to provide enrichment and remediation as appropriate. Challenges to meeting our 23-24 goals aligned to this indicator include teacher absences and vacancies which is an area to improve across the board. In addition, administrators spent time addressing disciplines issues resulting in less time providing instructional support, observation, and feedback. Opportunities that exist to address these challenges include creating walkthrough form, scheduling, implementing strategies from UnBound Ed and Relay, and a better implementation of walkthroughs moving into the 23-24 school year. We must develop and utilize a common walkthrough tool and language and share it with teachers. We must develop a better system in place to monitor AE and the tools we use for intervention.

Limited Development  
09/12/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	<p>At Mountain Island Lake Academy, grades K-5 has a 45 mins. instructional planning period each week. Grades 6-8 has 55 mins. of instructional planning. Prior to PLC planning sessions, each grade team leads are responsible for sending out an agenda and minutes are recorded during the actual meeting in a Google doc and shared with all team members and administrators. Teachers are required to bring the necessary materials with them to planning to assist with unpacking and discussing the standards. These materials include the Common Core State Standards, lesson plans, math instructional calendars, common assessments from task with rubrics, technology, data, and any other additional curriculum resources that would assist in the delivery of the standards. All members of the administrative team and teacher leaders meet weekly with PLCs and provide coaching and feedback sessions for each teacher on their caseload. Teachers use district and school data to guide instruction and use formative assessments to measure mastery using grade-level specific interventions and curriculum. Evidence that this objective is fully met would include student data from formal and informal assessments through the use of Mastery Connect, lesson plans, copies of weekly agendas and minutes, teachers' individual data, student work samples, walk-through data and observations.</p>				
<i>Actions</i>					
8/14/23	Create a data calendar that supports data analysis protocol for PLCs to analyze and review attendance, behavior and common assessment data (3rd grade ELA, 8th grade Math, EVAAS).			Tonya Reed (9/2022)	02/22/2024
<i>Notes:</i>					
8/14/23	Create additional academic positions to support Kindergarten ELA, 3rd grade ELA, 8th grade ELA. (Title 1, EVAAS, 3rd grade ELA)			Erica Gipson (9/2022)	02/22/2024
<i>Notes:</i>					
9/13/22	The Administrative team and Instructional Leadership Team will implement and use the Get Better Faster Framework/Relay to provide coaching and feedback with ongoing professional development to ensure internalization and alignment of the NC Standards Course of Studies and Provisional Curriculums (3rd grade, EVAAS, 8th grade math).			Natasha Ridge, Catherine Presson	06/14/2024
<i>Notes:</i>					

9/14/22 Teachers will consistently implement and utilize NC Standard Course of Study aligned resources, the Provisional Curriculums and GLEAM (grade

*Initial Assessment:*

Based on unofficial EOG data, we did not achieve the goals as outlined. In 8th grade math, we achieved 4.1% CCR (up from 3.8% in 2022) and 53% grades 3-5 and 42% grades 6-8 of our students reported strong self-efficacy (up from 52% in grades 3-5 and no change in grades 6-8 in Fall 2022). Through district funding, we were able to hire one MTSS interventionist to help us implement a tiered instructional system to help us address the unique needs of our students. Our goals were to improve 8th grade Math CCR to 15.9%, ensure all teachers meet or exceed expected growth, and 54% of our students report positive self-efficacy. We are awaiting fall EVAAS data to determine teacher growth metrics for this year. This year, we strategically scheduled students in Academic Enrichment to ensure interventions for students in need of more time to master ELA or math content. All students were scheduled and received intervention 45 minutes daily for five days per week. Teachers worked to pre-teach and reteach skills as well as provide

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>	<p>When this objective is fully met, teachers will implement small group instruction based on classroom assessments' data, MAP data, and Dibels as well as formal and informal assessments to identify the appropriate tier level for each student. Classroom teachers will use the Standard Treatment Protocol that is provided by the school district to determine which intervention to implement with their students. Stakeholders in the school and community will continue to support each other to ensure every student has the opportunity to progress towards mastery academically.</p>				
<i>Actions</i>					
	9/14/22	MTSS Interventionist will meet with grade level teachers to identify students that qualify for supplemental instruction and do fidelity checks on progress monitoring. ( 3rd grade students ELA, 8th grade Math, and EVAAS)		Tonya Reed (9/2022)	02/22/2024
<i>Notes:</i> Beginning in October 2023					
	8/23/23	Establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goals EVAAS and FAM-S 3)		Tonya Reed (9/2022)	02/22/2024
<i>Notes:</i>					
	9/20/23	Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s), Implementation of the One-to-One initiative with access to increase student access to instructional resources and tutoring after school hours and Implementation of a STP/purchased intervention to increase overall performance of Students with disabilities. ( 3rd grade ELA and 8th grade math)		Erica Gipson (9/2022)	06/14/2024
<i>Notes:</i>					
	10/7/22	The multi-tiered systems of support team PLC will meet once per week to monitor and ensure all students requiring behavior and academic interventions will have behavior plans and personalized learning plans. (Goals 3rd grade ELA and 8th grade Math)		Tonya Reed (9/2022)	06/14/2024
<i>Notes:</i>					



10/7/22 During WIN (What I Need) time teachers will provide support and interventions based upon students' data. ( 3rd grade ELA, 8th Math, EVAAS)

Tonya Reed  
(9/2022)

06/14/2024

*Notes:*

*Implementation:*

07/14/2023

*Evidence*

7/13/2023

Improved student achievement and growth for all students and especially students initially identified as tier 2 and tier 3

*Experience*

7/13/2023

Daily monitoring of literacy instruction and progress monitoring for students in tier 2 and tier 3

*Sustainability*

7/13/2023

Maintaining the MTSS Interventionist position and providing dedicated time in the master schedule for observation and feedback to take place



Priority Score: 3

Opportunity Score: 3

Index Score: 9

*How it will look  
when fully met:*

When this objective is fully implemented, there will be evidence of a decrease in classroom referrals and an increase on the Panorama survey in the domain of focus (self efficacy). Scholars will have an adult advocate on campus in which he/she is able to reach out as needed. Through the Caring Schools curriculum, teachers provide guided lessons on the topic/focus for the week. Counselors will consistently provide gu

*Notes:* Implementation of the curriculum will be monitored and the outcome of the implementation.

9/14/22 Students will take Panorama surveys twice a year to provide evidence of progress towards an increase in students self efficacy. (self-efficacy)

Natasha Ridge  
(9/2022)

06/14/2024

*Notes:* Surveys may be given more frequently as needed.



10/7/22

*Initial Assessment:*

Currently at Mountain Island Lake Academy there is an administrative team that consist of the Prinicipal, Dean of Students, MTSS Interventionist, Literacy Facilitator, Master Math Teacher, and Student Services. During our meetings we discuss teacher support or effectiveness, school operations, and identified students' priorities for success.

Limited Development  
09/15/2022

Priority Score: 3

Opportunity Score: 3

Index Score: 9

*How it will look when fully met:*

This objective will be fully meet when the administrative team is operating on a schedule that allows them to complete classroom walkthroughs, provide teachers with feedback, and attend PLC's regularly. Instructional practices, student data, and progress toward school improvement goals are evident. There is a noticeable change in teacher practice and student achievement.

*Actions*

9/15/22 Establish clear roles and responsibilities for the administrative team to support teachers and students. (3rd grade ELA, 8th grade math, EVAAS)

Gipson

06/14/2024

*Notes:*

*Implementation:*

*Initial Assessment:*

There is a an established time for PLC's for each grade level to meet with facilitators, master math teacher and MTSS interventionist. Team leads are in place for all grade levels. Team leads provide guidance for their team with meeting deadlines and with instructional support. Grade levels K-5 have 45 min. planning time and grade levels 6-8 have 55 min. planning time. Long-range planning occurs quarterly.

Limited Development  
09/15/2022

Priority Score: 3

Opportunity Score: 3

Index Score: 9

*How it will look  
when fully met:*

At full implementation, grade level teams will meet twice a week, one day for instructional planning and the second day for data/MTSS analysis/planning. Team leads will submit the grade level weekly agendas and the administrative team will address any concerns of the grade level team. The support staff (EC, ML, counselors) have an established schedule to support students with small group instruction to meet their needs.







<i>Initial Assessment:</i>	As of June 2023, we have not met our goal for this indicator. Based on the Insight survey and our inability to complete observations by the required district timeline, we were not successfully in meeting this goal. Based on teacher responses, 24 % of our staff believe that when they get observed, they get feedback that gives specific actions to improve their teaching and only 37% believe they get enough feedback on their instructional practice to know what and how their instructional practices can improve. This year we conducted weekly walkthroughs with the NWLC, but the implantation process and accountability to the improvement of instruction did not receive the urgency necessary to change instructional practices. While we did discuss the visits as a team; we did not make the appropriate instructional moves and/or plans for supporting specific teams/teachers. Using data from MAP assessments, benchmarks, and weekly assessments, we will be able to see the changes in student performance in order to diagnose the impact specific strategies have on our students' learning. We struggle with completion of the Core Action Walkthroughs as an ILT and need to do better with keeping that time sacred. There are opportunities for us to add designated time for discussion of classroom walkthroughs and pre-scheduling visits so that more of our time is spent improving teacher and student performance.	Limited Development 09/14/2022			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	For this objective to be fully met, the leadership team will continue to meet on a weekly basis to discuss teacher performance. Teachers' data will be collected through both formal and informal walkthroughs aswell as formal and informal assessments. The leadership team willcontinue to use the, "Get Better Faster" as a resource to effectivelycoach teachers depending on their needs. The leadership team will provide feedback. We will utilize our high performing teachers as a way to support teachers by using them to model lessons and give feedback to their colleagues. Administration will provide time for teachers to meet and discuss different teaching strategies, reflect, as well as share resources.				
<i>Actions</i>					
8/14/23	Create and monitor a walk through calendar that will be utilized by Instructional Leadership Team (FAM-S , 3rd Grade, EVAAS).			Erica Gipson (9/2022)	02/22/2024
<i>Notes:</i>					

8/14/23 Administration and ILT Team will create a flexible walk through form that addresses academic and managerial expectations (3rd grade, EVAAS)

Smart

02/22/2024

*Notes:*

9/14/22 The administration team will utilize District Core Learning Walk Tool to provide teachers with continuous feedback. (3rd grade, EVAAS)

Reed

06/14/2024

*Notes:*

*Initial Assessment:*

We currently have staff meetings scheduled the first Wednesday of the month for general business, the second Wednesday of the month for professional development, the third Wednesday of the month for vertical planning, and the last Wednesday of the month for BEST/beginning teachers meeting.

Limited Development  
09/16/2022

Priority Score: 3

Opportunity Score: 3

Index Score: 9

*How it will look when fully met:*

At full implementation, data will be used to identify instructional needs for improvement, determine teachers weaknesses and strengths with instruction, and to plan small group instruction. All professional development will be provided for staff based on the needs of teachers to successfully implement standard based instruction. The data collected and standards will drive instructional planning. (3rd grade ELA and 8th grade math)

*Actions*

9/16/22 School Leadership Team will meet regularly to analyze school universal data and teachers' walkthrough forms to make decisions about school improvement and professional development needs. o mBT /F4 10.999 T1

*Experience*

7/13/2023

Improved student outcomes based on increased levels of rigor and engagement

*Sustainability*

7/13/2023

*Notes:*

<i>Implementation:</i>		07/14/2023		
<i>Evidence</i>	7/13/2023 Walkthrough tool and schedule			
<i>Experience</i>	7/13/2023 Walkthrough data will provide real time feedback to teachers regarding instructional practices.			
<i>Sustainability</i>	7/13/2023 Walkthrough tool and schedule			


*Initial Assessment:*

Currently, three of the five individuals in a leadership role in the school are attending the Relay Leadership program. We are not fully staffed. Instructional leaders are currently covering classroom.

No Development  
09/20/2023

*How it will look when fully met:*

Instructional leaders in the school will attend the Relay Leadership training. This training will provide leaders with the coaching skills needed to improve instruction within the school. All vacant core teacher position will be filled. Students in grades 3-8 will have a license to use the i-Ready reading program to improve students' reading comprehension. Students in grades 6-8 will have a license to use i-Ready math to support the individual students' needs with math skills. Students in grades 5-8 will have a license to use IXL-Science to support their core instruction. Data gathered from the i-Ready and IXL platforms will be used to monitor students progression of skills.

*Actions*

9/20/23 Within the 2023-24 school year, our school identified the following resource inequity, Instruction/ Training, as a result, our school plans to mitigate this inequity by engaging in RELAY/NCILA professional development to increase leader capacity around instructional best practices.  
(EVAAS)

Erica Gipson  
(9/2022)

06/14/2024

*Notes:*





*Initial Assessment:*

As of June 2023 success aligned to this indicator include an increase in weekly communication with parents through the Parent weekly communication sent out through ParentSquare. We are 95% parent participation using the platform for both school based and classroom based communication. It is sent out by phone and email blast through this platform. We also communicate through the school website and social media platforms. Parents received information regarding ParentSquare at the open houses, through parent nights. In addition, student services reaches out to parents through mail, email, and home visits to ensure there is two-communication between the home and school. Through social media and ParentSquare, we send home weekly information regarding events in classrooms and the school. In addition teacher use Remind and Class Dojo and Google classroom platforms to communicate with parents and they have them set up for individual classes. Communication through Canvas helps us to keep students in the loop as well. Challenges we face in meeting this goal is finding and maintaining a core group of parents on our SIT and creating an active PTA. We have a Men of MILA group that helps with carpool twice per month to support visibility of our male parents and guardians as active participants in the lives of our students. We conducted a March Madness for attendance incentive and awarded classes pizza parties for the most consistent attendance during the month, encouraging teachers to involve and invite parents to events, providing parent education events throughout the school year. Continuing to determine ways to increase parent participation and ways to track the attendance and contact information are opportunities for us next year. In addition, continuing to create ways to improve overall attendance for students with parents as partners will decrease our chronic absences.

Limited Development  
09/13/2022

Priority Score: 3

Opportunity Score: 3

Index Score: 9

*How it will look  
when fully met:*

For this objective to be fully implemented, both teachers and administration will continue to utilize Parent Square as well as other forms of communication to ensure all staff, parents, and community members are being successfully communicated. Mountain Island Lake Academy's social media platforms will be used to post school related information to keep the community informed. The leadership team will plan school events that promotes parents/guardians involvement to ensure that they are included in the growth process of students. Weekly school updates will be provided via Parent Square and Connect Ed from the administrative team. Administration will continue to promote Parent Square to all parents and community members for easy communication. The Leadership team will utilize Parent Square to send quick parent/teacher surveys to gather data on ways to improve school in areas of need.

<i>Implementation:</i>		07/14/2023		
<i>Evidence</i>	7/13/2023 Phone logs, home visit logs, student services PLC minutes.			
<i>Experience</i>	7/13/2023 Consistent communication with parents regarding upcoming events, assessments, and general information.			
<i>Sustainability</i>	7/13/2023 Ongoing communication regarding attendance through home visit and team collaboration among administration, student services, and teachers.			