

Comprehensive Progress Report

Mission:

ECMS will create an innovative learning community with a positive school culture that promotes college and career readiness by increasing teacher capacity with digital learning tools. As a result, student achievement will be increased by utilizing personalized learning environment rich in critical thinking and problem solving skills. ECMS will leverage personalized digital learning and community partnerships to ensure students are fully prepared for future college and career readiness.

To create 21st Century learners are globally competitive.

Vision:

Elizabeth City Middle School is a dedicated learning community focused on student engagement. We are committed to providing challenging experiences for our staff and students that result in high levels of achievement.

Goals:

By the end of the 2018-2019 school year, all students at ECMS will be supported socially and emotionally by developing accessible outreach opportunities from all stakeholders for an increase of 20% participation to decrease office referrals for students by 10%.
ECMS will increase overall student proficiency for all students in grades 6-8 in ELA, Math and 8th grade science by 10% as measured by NC EOG assessments.
ECMS will increase student growth for all students by an average of 4 points as measured by EVAAS data for NCFE assessments.
Improve school culture by building staff capacity through positive relationship and professional development in order to decrease both staff turnover and increase staff/student attendance to 95% by May 2019.



! = Past Due Objectives KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

High expectations for all staff and students

DRAFT

Initial Assessment:

No Development
09/14/2018

Approximately 50% of classroom teachers model and implement strong classroom management within their own classroom, however classroom management procedures are not consistent across grade-levels.

Students with disabilities (SWD) are receiving office referrals for infractions directly related to their disability.

67% of discipline referrals occur in the classroom, with high numbers of African American students receiving the highest percentage of the referrals.

African-American males are receiving office referrals at a ratio of 5:1 compared to their counterparts.

PBIS is not implemented with fidelity.

How it will look when fully met:

There will be monthly PBIS celebrations planned and the number of students attending will increase every month. Office referrals for students will be decreased for each grade level and student subgroups by 10% over the year.

Evidence needed will be the discipline reports from Educators Handbook and Powerschool.

Latonya Frost 06/07/2019

Actions

0 of 4 (0%)

9/14/18 MTSS lessons developed for students who received frequent (5 or more) office referrals for the 2017-2018 school year. These students will use Harmony Lesson facilitated by elective teachers for 4 weeks daily and learning techniques for dealing with stress and conflict management.

Joyeria Brothers 09/28/2018

Notes: After the four weeks are over, if the students still need additional support they will see the guidance counselor for more support.

9/14/18 PBIS committee has been formed and will meet once a month to review discipline data to determine the goals for the following month and plan celebrations. This group will have teacher representatives and student representatives (2-3 students from each grade level).

Notes: We will use schoolwide PBIS celebrations to help with teaching self-reflection and making better decisions.

9/14/18 Professional development will be developed by the school/district instructional coaches to help with teachers who have chosen this as a goal or seen appropriate by the ILT or administrators.

Notes: This will be as a needed basis and determined by 5x5 walkthroughs and teacher observations.

9/14/18 Classcraft will be used as an incentive for all students to focus on the proper behaviors needed to be a successful student using a gaming software.

Notes: This is a pilot of the 8th grade to determine if it would be useful for the entire school.

Joyeria Brothers 01/15/2019

Sarah Byrum 05/30/2019

Lindsey Cahoon 06/01/2019

Core Function:**Dimension A - Instructional Excellence and Alignment****Effective Practice:** Curriculum and Instructional alignment**KEY** A2.04**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)****Assigned To****Target Date****Initial Assessment:**

Limited Development

09/12/2016

There are no common formative assessments and teachers are not working together to develop standards-aligned units of instruction.

Teachers are using district pacing guides, but not to the level where instruction is on grade-level.

Instruction is not being differentiated to meet the needs of students.

Some teachers are struggling with professional development within their content area.

There is no clearly defined Instructional Team tasked with developing standards-aligned units for each grade-level subject.

How it will look when fully met:

All staff will consistently and pervasively implement research based instructional strategies throughout Lessons aligned to NCOS. Title I funds will be used for professional development.

Evidence: Benchmark data, temperature checks, end of grade tests, ncf scores, 5x5 ensure that the staff is teaching the correct standards, adjust pacing for student mastery of the standards

Delishia Moore **06/30/2019****Actions****0 of 4 (0%)**

9/14/18 Develop and implement district wide pacing guides and monitor the progress using benchmark data.

Delishia Moore 05/30/2019

Notes: We will use the NC Check ins to determine if the pacing guides are appropriate.

9/14/18 School wide lesson planning sessions to help with developing on grade level instruction is based on the appropriate standards. Teacher specialists (AIG, EC) will be available to help with Tier 2 and 3 support services. Lessons will have to ensure they include rigor, real world application, and cultural diversity.

Delishia Moore 06/01/2019

Notes: The instructional leadership team will begin to review lesson plans for the month of October to ensure that the components are included.

9/14/18

ELA and Math teachers will attend content specific professional development to ensure best practices are used in lesson planning and instruction delivery.

Sarah Byrum

06/01/2019

Notes: The initiative is for all core teachers but we will begin with ELA and math.

9/14/18 Implement school wide literacy strategies to be used in every subject area.

Sarah Byrum

06/10/2020

Notes: This will be two year goal because teachers will need professional development and resources ordered for subscriptions that are content related.

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Student support services

KEY A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Limited Development
09/27/2016

About 60% of teachers created Tiered Lesson plans using the Learning Focused format.

Special Educations are providing inclusion instruction, as well as small group pull-out services.

Remaining 40% of teachers do not understand how to implement tiered instruction on a daily basis.

Teachers are struggling with ways to assess students and determine their academic deficiencies in order to provide the appropriate instruction.

How it will look when fully met:

What do we want it to look like?
Differentiated instruction based on ind. Student needs
Teachers create lesson plans that align to NCSCOS that are differentiated to student individual needs based on data
Provide supports to individual student needs (preview/ review/ acceleration)
Core Instruction:
Collaboration
Students authentically engaged.
Classroom management is not a barrier to student success
Learning environments support student learning
Reading writing
Small group instruction
Quality and timely student descriptive feedback
Teacher facilitator
Provide supports to individual student needs (preview/ review/ acceleration)
Response to student needs that core instruction does not address (Tier II in the classroom)
Well paced
Matching the instructional Strategy to the standard
Collaborative planning with instructional support (EC, AIG, other)
Foster growth mindset with all students
Support to all teachers to implement core instruction through instructional framework
Monitor teacher implementation
Communicating student progress with students and parents (struggle points/ challenge points, student success)

Delishia Moore **06/10/2019**

Actions

9/14/18 Professional Development on MTSS and how it is used in the classroom with classroom teachers.

Latonya Frost 06/10/2019

Notes: Guidance counselor needs this professional development first.

9/14/18 Use PLCs to discuss Tier 1, 2, and 3 instruction for students and on individual standards.

Latonya Frost/Robin Calloway 06/10/2019

Notes: Teachers will need training on how to use a data notebook.

0 of 5 (0%)

<p>9/14/18 Create MTSS team responsible for data collection and analysis, developing a uniform procedure for teachers to identify students for tiered interventions, and assisting in the placement of students for tiered interventions.</p> <p><i>Notes:</i> This will take some time because the staff does not know how to use MTSS.</p>	Latonya Frost	06/10/2020
<p>9/14/18 Develop a library of research-based resources and strategies to assist in the implementation of MTSS.</p> <p><i>Notes:</i> This will be a collaborative effort of the MTSS chair, instructional coach, and EC teacher.</p>	Latonya Frost	06/10/2020
<p>9/14/18 Develop and monitor lesson plans to ensure tiered strategies are being implemented effectively.</p> <p><i>Notes:</i> This will be done with the Instructional Leadership Team.</p>	Dan Simmons	06/10/2020

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)

Initial Assessment: ECMS currently has one guidance counselor who serves 637 students. **Implementation Status:** No Development **Assigned To:** Latonya Frost **Target Date:** 09/27/2016

Students with disabilities who have social and emotional disabilities do not have the proper support.

The attendance rate for students is about 92% and there were over 2000 tardies for the 2017-18 school year.

ECMS currently has a social work to serve homeless students and provide them with support.

There are students who are repeat offenders on the discipline report and appear to have very limited support.

How it will look when fully met:

High priority students will be provided weekly support during the school year and able to reach their academic goals for the year. There will be a decrease of suspensions for african-american males, african-american females, and students with disabilities. The number of absences for students will decrease by 50% and academic achievement will increase for those same groups of students. The students will have their coping skills needed to be successful.

Evidence needed: Educators Handbook/Powerschool data, attendance data, HIVE lesson plans and attendance for high priority students.

Actions

0 of 4 (0%)

9/14/18 Provide professional development in cultural diversity/multicultural education for all teachers on how to meet the needs of individual students.

Sarah Byrum 06/10/2020

Notes: This group of teachers will attend the Middle School conference and come back and share with the staff.

9/14/18 School wide academic advisement program for all students.

Latonya Frost 06/10/2019

Notes: Advisors will have groups of 10 to help with teaching Habits, Initiatives, Values, and Expectations needed to be successful in school.

9/14/18 Provide opportunities for students to attend field trips, assemblies, and invite guest/inspirational speakers into the school and classrooms to address needs (bullying, careers, goal setting, school academic success) of students.

Latonya Frost 06/10/2020

Notes: This will be ongoing and led by many individuals.

9/14/18 Implement the use of Harmony curriculum for small group intervention to assist high priority students with social/emotional needs, goal setting, conflict resolution, and citizenship.

Joyeria Brothers 06/10/2019

Notes: This is software used by Exceptional Children for students with severe emotional disabilities.

KEY A4.16 The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)

Implementation Status

Assigned To

Target Date

No Development
09/14/2018

Initial Assessment:

Sixth grade team needs to work with feeder elementary schools to determine needs of students. Eighth grade team needs to work with feeder high school to determine needs of students. The guidance counselor will play a role in ensuring we are addressing the needs of all students.

How it will look when fully met:

Sixth grade students and families will be comfortable with the transition to middle school and understand what is needed for students to be successful. Also, eighth grade students will be prepared for a transition to high school or the early college.

Latonya Frost 08/24/2019

Evidence needed: discipline data, nine weeks report cards for all students, and career plans for all students.

Actions

0 of 2 (0%)

9/14/18 Implement and support a summer program for rising 6th grade students.

Marlene Perkins 08/25/2019

Notes: This will be a transition program for new 6th graders.

9/14/18 Create a career plan for all students

Latonya Frost 06/10/2019

Notes: This task will be completed with the Career Development Coordinator from CTE.

Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

KEY B1.01 **The LEA has an LEA Support & Improvement Team.(5135)**

Initial Assessment: The LEA has established a support team comprised of the Assistant Superintendent, Chief Academic Officer, Federal Programs Director, and District Instructional Coaches.

How it will look when fully met: To provide an interconnected system of leadership that will have a profound impact on student learning.

Actions
 9/27/16 The SIT will meet twice a month on the 1st and 3rd Thursday of the month

Notes:
 9/27/16 Provide leadership PLC for school level teams.

Notes:
 9/27/16 Review school plans and provide coaching feedback

Notes:
 9/27/16 Meet with Low Performing School Improvement Teams and provide coaching feedback.

Notes:

Implementation Status	Assigned To	Target Date
Limited Development 09/27/2016	District Team	06/08/2018
1 of 4 (25%) Complete 10/19/2017	Lindsay Cahoon	10/20/2016
	District Team	06/09/2018
	District Team	06/09/2018
	District Team	06/09/2018

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)

Initial Assessment:

An instructional team meets to gather data based on classroom assessments and benchmark data that collects and tracks the performance of students by grade level and subgroups.

The teachers are not sure of what to do with the data once it is collected. Comprehensive Needs Assessment from DPI stated that this team is not functional.

How it will look when fully met:

The Instructional Leadership Team will understand their role with the administrative team and School Improvement team. This group will develop short term goals (45 days) to align with the SIT goals. They will set goals and monitor them and share information with the staff in grade level meetings and schoolwide lesson planning.

Evidence: Minutes from meetings, 5x5 walkthroughs based on comprehensive needs assessment and NCEES observation tool.

Actions

9/14/18 Instructional Leadership team will be developed with teacher leaders, instructional specialist, and administrators to develop 45 day goals.

Notes: This team will be setting goals to help with achieving SIP goals.

9/14/18 ILT will research effective instructional practices and seek professional development opportunities for teachers to implement in classrooms.

Notes:

0 of 2 (0%)

Dan Simmons/Millie Griffith

06/10/2020

Sarah Byrum

06/10/2020

Assigned To

Assigned To

Target Date

Limited Development
09/27/2016

Implementation Status

Core Function: Dimension B - Leadership Capacity

Effective Practice: Distributed leadership and collaboration

B2:01 School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Limited Development
04/16/2018

What do we look like now?

Fear? (what's the source of it?)

Lack of trust

Pockets of collaboration / willing teamwork

There is little support or praise for small efforts

Lack of building relationships with one another

Not working as a team

Many afraid to ask questions

Frustration and discouragement about things in general...

Many teachers feel they do not have any voice

Sees feedback as judgement

Streamline processes and systems:

It is currently perceived as complex. We want to streamline it.

LFLP

Data Cards

Literacy

Some teachers do not understand the why (why we do what we do).

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

What do we want it to look like?

Staff openly collaborates and provides constructive feedback for each other.

Being comfortable asking questions.

Supportive of professional growth. Recognize small steps.

Conversations

T.J. Worrell

04/19/2019

Modeling

Encouragement

Resources

Professional development

Professionals open to support.

Embrace celebrations.

Professionals want to go above and beyond.

Build relationships. You're not just on a team, you're with your work family.

Be willing to be helpful to others.

Be willing to work with others (central services, PLSs, instructional coaches, Friday Institute, DPI, etc.).

Genuine listening to what each person has to say, and taking people's' views into account.

Commitment... follow through with what you say you're going to do.

Respect the opinions of others.

Consistently do everything. Positives should not occur in isolation.

Feedback

Data reflection

Sharing failures and mistakes based upon evidence and impact.

Constructively analyzing and criticizing practices and procedures.

We have a growth mindset

Notes:

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
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Initial Assessment:

Limited Development
09/27/2016

Teachers are not able to plan during their planning periods because of teacher absences and professional development that requires teachers to cover classes. Teachers are required to attend weekly meetings with the instructional coach to develop learning focused lessons and ensure assignments are put in Canvas for students.

How it will look when fully met:

Teachers will be allowed to use their planning time planning and not covering classes. All staff will be required to have 95% attendance (miss 9 school days) and build relationships with substitutes to get them to come back and cover. Teachers will use data notebooks to assist with lesson planning to have more effective plans.

Evidence: 5x5 walkthroughs that show embedded or leading, NCEES observation that have 75% of teachers marked Accomplished on Standard 4.

Actions

0 of 2 (0%)

9/14/18 Grade level chairpersons will meet with members and discuss high priority students and grade level concerns.

Lindsey Cahoon,
Wanda Hathaway,
Tameka Jackson

06/10/2019

Notes: Team members will discuss frequent bathroom users, absences, grades, and parent contacts. Also share SIT information and ILT information.

9/14/18 An Instructional Leadership Team will be developed of experienced teachers, distinguished teachers, and new teacher representation to discuss needs of the instructional staff and implement effective instructional practices.

Millie Griffithy/Dan
Simmons

06/10/2020

Notes: This team will take building trust among the staff.

Core Function:**Dimension B - Leadership Capacity****Effective Practice:** Monitoring instruction in school**KEY** B3.03**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)****Implementation Status****Assigned To****Target Date****Initial Assessment:**Limited Development
09/27/2016

The Principal assigns the instructional leadership team to complete 5x5's and walk throughs. Feedback is immediate through Google forms with thorough questions for follow up and reflection meetings. Lesson plans will be reviewed during instructional leadership team meeting and provide reflective input back within 2 days.

How it will look when fully met:**Delishia Moore** **06/08/2019**

The instructional support team will consistently and pervasively completes 5x5's and walk throughs and hold reflection meetings to address successes and concerns. School administrators will use the data to support individual teacher evaluation. The 5x5 and walk through data will be used to identify patterns and trends so that teachers can adjust instruction accordingly.

Evidence: Spreadsheet from 5x5 walkthroughs, minutes from ILT meetings, Data notebooks that include lesson plans with reflections

Actions**0 of 3 (0%)**

9/27/16 Instructional team completes weekly 5x5's and walk throughs.

Delishia Moore 06/10/2019

Additional teams are developed to complete walkthroughs (learning walks).

Notes: Walk through teams will be grade level, BT's, AIG, and EC. Extend these action steps in to 2018-2019 school year

9/27/16 After walk throughs, teams will have reflection meetings to discuss observations.

Delishia Moore 01/01/2019

Notes:

9/27/16 ILT will use 5x5 and walk through data (without identifiers) to identify patterns and make recommendations for areas of improvement.

Delishia Moore 12/03/2019

Notes:

Core Function:

Dimension C - Professional Capacity

Effective Practice: Quality of professional development

KEY: C2:01

The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)

Initial Assessment:

The school improvement team, instructional leadership team, and teachers during PLCs will meet twice a month to use student performance data to review progress goals developed by NCDPI to determine student goals and professional development of teachers.

How it will look when fully met:

The school improvement team will meet two times a month to assess indicator progress and review student data. Data is collected and reviewed to adjust instruction to impact student instruction.

The instructional leadership team will look at 5x5 walkthrough data and lesson plans to determine professional development needs of teachers.

Teachers will work with the administration in PLCs to evaluate and analyze school performance data on common formative assessments and benchmark assessments.

Actions

9/27/16 School improvement team will meet twice a month

Notes:

9/27/16 ECMS and instructional coach will provide grade/subject specific professional development based on need. The school will develop a school specific PD plan to address content specific professional development needs.

Notes: Instructional coach will develop a survey to collect data and find opportunities for team to discuss and implement.

2/1/18 Implement common formative assessment plan in all content areas. Reading and Math will administer CFA for every standard. SS and SCI will provide a common formative assessment every nine weeks.

Notes:

2/1/18 Use data to adjust instruction to review and/ preview for standard proficiency in PLCs and common lesson planning school wide.

Notes:

Implementation Status

Limited Development
09/27/2016

Assigned To

Sharon Meads

06/08/2019

0 of 5 (0%)

Casey Brammer

06/10/2019

Delishia
Moore/Sarah Byrum

06/30/2019

Sarah Byrum

06/30/2019

Delishia Moore

06/30/2019

2/1/18 Monthly with district instructional coaches and RRMS to monitor low performing school progress and evaluate data.

Delishia Moore

06/30/2019

Notes:

Core Function: Dimension C - Professional Capacity

Effective Practice: Talent recruitment and retention

KEY C3.04

The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)

Implementation Status

Assigned To

Target Date

Initial Assessment:

School administration provides teachers with an evaluation schedule at the beginning of the school year. School administrators provide feedback on performance after each evaluation. Teachers receive feedback through 5x5's and walk through's. Qualified Mentors are assigned to beginning teachers. The instructional coach provides updates to new staff on school wide instructional strategies that are being implemented. Teachers are rewarded through PBIS, classroom successes, and high attendance. The staff votes to select the teacher of the year. The MTSS committee also selects a leader of the month. The principal selects a committee of staff to participate in interviews for new teachers. The district currently offers a \$1000 interest free loan to all new hires. The district also offered \$1000 sign on bonuses for vacant math positions in the secondary areas (6-12). District representatives attend various recruitment opportunities.

Limited Development
09/27/2016

How it will look when fully met:

100% of staff is highly qualified and meets or exceeds growth each year. Evaluators will help teachers use the feedback from the evaluation to adjust professional development plans. The data from teacher evaluations will be used to create differentiated groups to provide specific support on teacher standards that are proficient or below.

Delishia Moore

06/08/2019

Actions

0 of 4 (0%)

9/27/16 School administrators will use elevation data to create differentiated groups to provide specific support on teaching standards that are below proficient.

Sharon Meads

11/04/2020

Notes:

9/27/16 To recruit and retain high quality staff for ECMS.

06/30/2020

Notes: Principal or designee will attend teacher job fairs.

9/14/18 Administrative team will ensure that teachers are serving on interview teams.

Delishia Moore
Moore/Sharon Meads

06/18/2019

Notes: As needed

9/14/18 Implement Buzz time every morning for staff to check in and share celebrations/accomplishments.

Delishia Moore/Peggy Gomez
12/15/2018

Notes:

Core Function: Dimension E - Families and Community

Effective Practice: Family Engagement

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (5132)	Implementation Status	Assigned To	Target Date
			Limited Development 09/27/2016	Delishia Moore	06/08/2020

Initial Assessment: ECMS holds required parent involvement meetings each quarter.

Teachers are required to make an initial contact within the first 10 days of school. School staff updates the webpage upon request and connect ed calls are made with important announcements and events regularly. Progress reports and report cards are sent home regularly. Teachers do not update grade often enough to keep parents who have online access informed. Parent involvement activities tend to not address individual student needs.

How it will look when fully met:

ECMS teachers will continue to hold regular Title I events to update parents on school wide instructional strategies. Title I events will be scheduled well in advanced so that parent can make arrangements to attend. The school web site will be updated daily with events and happenings. Teachers will update grades weekly. Title I funds (\$1900.00) will be used to support parent involvement activities.

Actions

9/27/16 Parent night (on and off campus) to inform parents of child/school progress.

Notes: Established Instagram account, Established Twitter account, exploring Facebook. Working with PTO to link social media to school accounts. Updated school web page that is easier to navigate. Exploring specializing Title I events to grade level needs and smaller groups to specialize needs. IE. 6th grade boot camp. Coordinate with athletics, band to pass out newsletter of information. Flyer or graphic organizer

0 of 4 (0%)

Delishia Moore
10/06/2020

9/27/16 Hold 6 Title I events to inform parents of school wide instructional strategies:

Delishia Moore 06/08/2020

2 BOY events, 3 grade level specific and 1 EOG related.

Title I parent involvement funds will be used to support events (\$1900.00)

Notes:

9/27/16 Survey data will be collected from parents to plan future events based on parent needs

Caren Williams 11/04/2016

Notes: Request 6th grade to be separate day. Smaller events topic specific.

10/5/17 Hold Chat and Chew sessions for parents/community at school to discuss benchmark data and progress of the school.

Delishia Moore 12/19/2020

Notes: Use upcoming events to collect data.