

## Comprehensive Progress Report

**Mission:**

ECMS will:

- leverage innovative approaches to learning
- provide personalized instruction
- promote collaborative learning
- technology integration
- holistic support
- foster positive partnerships with all stakeholders

**Vision:**

ECMS will amplify the educational experience for all students focusing on the whole child, preparing them for success in a global and innovative society.

**Goals:**

- By the end of the 2023-2024 school year, all grade levels will show an increase in proficiency of 10% (or more) in English Language Arts.
- By the end of the 2023-2024 school year, all grade levels will show an increase in proficiency of 10% (or more) in Math.
- By the end of the 2023-2024 school year, students enrolled in 8th-grade science will show an increase in proficiency of 10% (or more).



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Dimension A - Instructional Excellence and Alignment**

**Effective Practice:**

**High expectations for all staff and students**

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	<p>2023-2024 School Year</p> <ol style="list-style-type: none"> <li>1. Teachers have received professional development on No Nonsense Nurturing, a program that empowers teachers to take a no-nonsense yet the nurturing approach to managing their classrooms.</li> <li>2. Teachers have taught and modeled grade-level expectations during homeroom during the first week of school.</li> <li>3. Teachers continue to promote positive relationship-building through SEL embedded in daily instruction.</li> <li>4. The Restorative Facilitator teaches and models how to regulate and resolve unwanted feelings.</li> <li>5. The school district has created a discipline matrix to assist in our implementation and reinforcement of classroom expectations.</li> </ol>	Limited Development 10/05/2023		
<b>How it will look when fully met:</b>	<p>All ECMS teachers employ effective classroom management strategies and reinforce classroom rules and procedures by positively teaching them.</p> <p>Every space in the building will have posted expectations that are aligned to the school's vision, mission, and values.</p> <p>School-wide expectations are clearly defined. All teachers can state the school-wide expectations and reinforce them consistently.</p> <p>All teachers implement No-Nonsense Nurturing throughout every class.</p> <p>All teachers are trauma-informed so that they can create plans and implement events for positive behavior reinforcement monthly</p>		Lykisa Coby	06/12/2024
<b>Actions</b>		<b>0 of 8 (0%)</b>		
10/5/23	Restorative Facilitator will facilitate small group sessions with targeted students based on discipline data		Ervin Jones	10/30/2023

<i>Notes:</i>				
10/5/23	All teams will have consistent expectations and consequences for classroom behavior that will be posted in every class on large posters.		Erica Cooper	11/01/2023
<i>Notes:</i>				
10/5/23	Ecms will have a consistent schoolwide positive reward system		Christina Melendez	11/01/2023
<i>Notes:</i>				
10/5/23	School Administration will provide feedback on the use of NNN within daily instruction during classroom walkthroughs		Sharron Bell	01/01/2024
<i>Notes:</i>				
10/5/23	Ongoing Tracking of Student Referrals		Ervin Jones	06/14/2024
<i>Notes:</i>				
10/5/23	Teachers will meet twice a week in teams to discuss and problem-solve student behaviors in the classroom		Lykisa Coby	06/14/2024
<i>Notes:</i>				
10/5/23	All grade-level teams will promote positive motivation incentives by nominating a Jacket of the week and rising Star		Lykisa Coby	06/14/2024
<i>Notes:</i>				
10/5/23	School administration will use discipline data to provide PD based on high-needs areas.		Sharron Bell	06/14/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>Aligning instruction to the curriculum is very important and is an expectation at ECMS and the school district. Most teachers work in PLCs to review the standards being taught, share best practices for teaching the standard, and create action steps for students who have and have not mastered the standard on a consistent basis. Teachers also share lesson plans and work samples and discuss data from common formative assessments, NC check-ins, and other data sources. Teachers mostly adhere to the district's pacing guide.</p> <p>The expectation for teachers is to engage in content PLC weekly to share highly effective strategies, create common assessments, and collaborate in lesson planning. School/district administration and school/district instructional coaches provide coaching and staff-wide PD on a monthly basis, with opportunities for individual and small-group coaching. ECMS has also partnered with Dr. Dan Mulligan and Linda Dohey to provide PD to staff related to standards-based instruction, high-yield instructional strategies, and common assessments.</p>	<p>Limited Development 10/07/2023</p>		
<p><b>How it will look when fully met:</b></p>	<p>All teachers will develop standards-aligned units of instruction with differentiated lessons and formative assessments. ECMS will have high-functioning professional learning teams utilizing standards-aligned common formative assessments, rigorous instruction, mastery of standards, and EVAAS growth.</p> <p>ECMS will be complete with fidelity school-wide:</p> <p><b>-Standards</b></p> <ul style="list-style-type: none"> <li>· Instruction is standards-aligned and planned by the week, module, or unit</li> <li>· Activities/tasks align to the verb(s) of the standard</li> <li>· When objectives are clearly stated, both teachers and students have a clear understanding of what is expected</li> </ul> <p><b>-Common Formative Assessments</b></p> <ul style="list-style-type: none"> <li>· Assessments are aligned to standard(s)</li> </ul>		<p><b>Christina Melendez</b></p>	<p><b>06/12/2024</b></p>

- Projects have standards-based rubrics
- Common formative assessments are administered and analyzed to drive instruction
- Data analysis is a priority across all Content PLCs
- Lesson Planning**
- Standard(s) is/are posted in all classrooms
- Learning Target(s) are posted and aligned to standards
- High Engagement is evident
- Lesson activities have the appropriate level of rigor, productive struggle, and depth of knowledge
- Checking for understanding is done consistently and effectively through formative assessments
- iReady is utilized three times a year to determine level 1's and 2's and develop intervention
- Plans include MTSS, EC, ELL, SEL, AIG, and other supports

<b>Actions</b>		<b>1 of 7 (14%)</b>		
10/7/23	All teachers utilize a consistent school-wide lesson plan format that includes MTSS supports	Complete 09/01/2023	Christina Melendez	09/01/2023
<i>Notes:</i>				
10/7/23	All teachers will have HIVE plans to provide students with remediation/acceleration opportunities of foundational skills.		Sharron Bell	06/12/2024
<i>Notes:</i>				
10/7/23	Administration will conduct classroom walkthroughs using district form to provide feedback and support with standards, lesson activities, and assessment alignment.		Sharron Bell	06/12/2024
<i>Notes:</i>				

10/7/23	Staff will be provided with ongoing professional development and resources in effective, research-based instructional practices to increase individual efficacy, including professional development and resources for:  -Creating rigorous, standards-aligned common formative assessments -Implementing rigorous standards-aligned daily instruction -Effective re-teaching, intervention, and enrichment based instruction -Analysis of students achievement data.		Sylvia Carver	06/12/2024
<i>Notes:</i>				
10/7/23	All teachers know and follow ECPPS Instructional Framework and Pacing		Sharron Bell	06/12/2024
<i>Notes:</i>				
10/7/23	All grade level content area PLC's will administer common formative assessments consistently to ensure high levels of alignment between the taught and written curriculum.		Dan Simmons	06/12/2024
<i>Notes:</i>				
10/7/23	Data will be analyzed by teachers during content PLC's weekly to determine corrective actions with flexibly grouping students.		Lykisa Coby	06/12/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>2022-2023</p> <p>Teachers are required to turn in lesson plans that address the needs of all tiered (1, 2, 3) students. Administrators are reviewing lesson plans to ensure that interventions are put in place. The master schedule has been developed to ensure there is time built into the school day to provide interventions for students.</p> <p>2023-2024</p> <p>ECMS has re-examined and adjusted our MTSS/PBIS structure/matrix this year. We have created a committee that is working to develop a more comprehensive plan that meets the needs of our students and staff for the 2023-2024 school year. In doing so, we continue to utilize our Restorative Facilitator, Mr. Jones, to address disciplinary issues. The committee will work to create a comprehensive system of tiered instruction and promotion of positive behavior/interactions amongst students and staff for the 2023-24 school year.</p>	<p>No Development 10/10/2022</p>		
<p><b>How it will look when fully met:</b></p>	<p>2022-2023</p> <p>Teachers will be able to design lesson plans that identify their tiered students, and include instructional strategies that meet the needs of all students. Teachers will be able to review i-READY data and see scale scores improve for every student. As a result, student proficiency will increase on the standards taught.</p> <p>2023-2024</p> <p>ECMS will provide quality instruction for all students. Supplemental instruction or intervention, based on research-based practices, will be strategically planned and delivered by all classroom teachers in the classroom setting. Intensive small-group or individual interventions, based on research-based practices, will be strategically planned and delivered. Every teacher will understand the tiered system of supports and will be able to create, implement, and monitor supplemental intervention plans. HIVE time will be based on student outcome data and be differentiated to meet student needs. There will be a well-established MTSS/PBIS matrix/Standard Protocol.</p> <p>There will be a well-established Standard Treatment Protocol for Intervention that maps out procedures, materials, and intervention practices that is implemented for reading.</p>		<p>Christina Melendez</p>	<p>06/12/2024</p>



ECMS will have established systems to ensure that:

- A universal system is in place for attendance, behavior, and academics.
- A monitoring system for intervention protocol has been set to determine the program's effectiveness.
- The Admin. Team assesses and analyzes school data to determine the need for problem-solving and potential plan creation.
- Monitoring and data collection will be a collective effort between the entire staff.
- The Evaluation and Identification of Specific Learning Disabilities will be used to identify students who may need to be referred for special education services.

**Actions**

**1 of 8 (12%)**

10/7/23 A Success Coach will be hired to support on-time grade level promotion and graduation of students with risk factors that contribute to dropout and/or being off-cohort for graduation

Complete 09/01/2023

Sharron Bell

08/26/2023

*Notes:* Duties and Responsibilities:

- Maintains caseload of students assigned by the collaboration of School's Leadership Team who meet established criteria of at risk for retention and dropout.
- Participates in MTSS and student services department meetings and updates the team on students' progress to problem-solve and maintain intervention effectiveness.
- Develops individual plans to support a caseload of students being promoted and graduating on-cohort.
- Monitor students' progress in HIVE and provide opportunities for student acceleration
- Collaborates with students' school counselors to monitor success plan progress.
- Counsels students individually and in groups on personal growth and development, educational and career planning, with appropriate follow-up to monitor student progress.
- Identify opportunities to celebrate student successes.
- Maintains an organized, functional and up-to-date office with available access to students, staff and families.
- Assists students with academic program planning.
- Collaborate with the student's school counselor to ensure course placement is aligned with post-secondary goals.
- Refers students, parents and teachers to the school system and community resources.
- Consults with teachers, parents and administrators on the needs of individual students.
- Shares student data with teachers and parents.
- Initiates and/or participates in parent-teacher-student conferences.
- Informs students of their course standing at appropriate intervals.

10/10/22

Title 1 Goal #3

Teachers will attend on going professional development sessions that will provide instructional strategies to address student tier groups as a means to ensure multi-tiered systems of support are completed with fidelity.

Sylvia Carver

06/12/2024

*Notes:*

10/10/22

Teachers will receive professional development training on how to incorporate small group instruction.

Sylvia Carver

06/12/2024

*Notes:*

10/7/23	ECMS MTSS/PBIS committee will consistently monitor systems of support to ensure effectiveness		Christina Melendez	06/12/2024
<i>Notes:</i>				
10/7/23	Standard Treatment Protocol for Intervention that maps out procedures, materials, and intervention practices that is implemented for reading will be established		Christina Melendez	06/12/2024
<i>Notes:</i> Collaboration with NCDPI MTSS Intensive Support focused on literacy Regional Consultant: Osmond Lister				
10/7/23	Consistent PBIS incentives will be established and maintained monthly		Meg Boland	06/12/2024
<i>Notes:</i> PBIS Store(Student JBuzz Dollars)				
12/13/22	Title 1 Goal #2 Weekly tutoring sessions in Math for Tier 2 students using research based strategies.		Kameka Harris	06/23/2024
<i>Notes:</i>				
12/13/22	Title 1 Goal #1 Reading Interventionist will work with Tier 2 and Tier 3 students using instructional strategies that support their learning once a week.		Sharron Bell	06/30/2024
<i>Notes:</i>				

	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
<i>Initial Assessment:</i>			Grade level teams conduct SEL activities during the first week of school to build positive relationships with students. The Restorative Facilitator conducts small group sessions that touch on friendship-building, anger management, self-esteem, and conflict resolution with targeted groups of students. The school counselor leads character education lessons through classroom guidance sessions.	Limited Development 10/07/2023		
<i>How it will look when fully met:</i>			<p>As a school, we want students' perceptions to align with their understanding of responsible decision making, social awareness, and self-awareness. Full implementation will be met when:</p> <ul style="list-style-type: none"> <li>-All students have a trusted adult</li> <li>-Student leaders meet monthly with Admin. which facilitates conflict resolution and social-emotional learning for their peers. The administration collaborates with student leaders to leverage this program when receiving referrals.</li> <li>-All teachers apply trauma-informed best practices on a daily basis during instructional time.</li> <li>-Students improve their understanding of responsible decision-making, social awareness, and self-awareness.</li> </ul>		Taylor Guill	06/12/2024
<b>Actions</b>				<b>0 of 7 (0%)</b>		
	10/7/23		The Restorative Facilitator will facilitate quarterly PD with staff related to trauma-informed best practices		Ervin Jones	06/12/2024
<i>Notes:</i>						
	10/7/23		ECMS will develop, conduct, and analyze staff, parent, and student surveys to identify social and emotional needs and interventions.		Taylor Guill	06/12/2024
<i>Notes:</i>						
	10/7/23		The school counselor will conduct classroom guidance lessons based on the results of student surveys and other data sources.		Taylor Guill	06/12/2024
<i>Notes:</i>						

10/7/23	The MTSS/PBIS Team will meet monthly to analyze student behavior data, identify trends, and implement programs to address trends.		Christina Melendez	06/12/2024
<i>Notes:</i>				
10/7/23	The School Counselor will partner with the Success Coach to identify students in need of interventions and will inform staff the interventions		Taylor Guill	06/12/2024
<i>Notes:</i>				
10/7/23	Create a de-escalation space with a resilience focus. In this space, students will have the opportunity to create, collaborate, and practice self-regulation strategies.		Ervin Jones	06/12/2024
<i>Notes:</i> Currently, have secured a donation of a couch for space.				
10/7/23	School conduct a pre & post survey annually to instructional focus if SEL		Taylor Guill	06/12/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	<p>2022-2023</p> <p>Teachers have received training on PLCs and how to conduct them with fidelity. Administrators and instructional coach attend the meetings to monitor the data and student outcomes. Teachers are required to use School Net to allow for administrators to track the data and ensure students are learning the required material as outlined by Department of Public Instruction.</p> <p>2023-2024</p> <p>Currently, teachers are not consistently disaggregating data by ethnicity, gender, income special education, bilingual, 504 plans, homeless, and migrants to determine student needs on a regular basis. The School leadership team analyzes trends based on classroom observations on a regular basis. Teachers are expected to review performance data (weekly teacher formative assessments, Common Formative Assessments, and benchmarks) and develop plans for improvement based on student misconceptions.</p>	Limited Development 10/10/2022			

<p><b>How it will look when fully met:</b></p>	<p>2022-2023</p> <p>The school will receive Exceeding Growth as measured by EVAAS and student proficiency scores will be achieved as outlined by the school improvement plan. Students will show growth on each I-Ready assessment (reading and math) by the end of the year.</p> <p>2023-2024</p> <p>ECMS will receive Exceeding Growth as measured by EVAAS and student proficiency scores will be achieved by leveraging the following actions:</p> <ul style="list-style-type: none"> <li>-Content PLCs will meet weekly to disaggregate student data and use the data to make decisions that will impact student achievement.</li> <li>-Teachers will share student work samples and lesson plans with their PLC members to receive constructive feedback in order to develop rigorous lessons, plan for differentiation based on student needs, and assign authentic work.</li> <li>-A culture of high expectations will be embraced by staff, students, and parents.</li> <li>-All teachers will apply Data Driven Instruction to improve academic outcomes for all subgroups.</li> <li>-All Teachers conduct item-level analysis during PLC weekly to address common misconceptions for reteaching.</li> </ul>		Peter-Gay Ferguson	06/12/2024
<b>Actions</b>		<b>2 of 10 (20%)</b>		
10/13/22	Use of flexibility for restart funds will be used for 1/2 salary of restorative facilitator used to reduce the number of office referrals each school year.	Complete 06/10/2021	Delishia Moore	06/10/2021
	<i>Notes:</i> Discipline data will be analyzed monthly and strategies developed to monitor. 5th year of having restorative facilitator on staff.			
10/10/22	Administrators will analyze 2021-2022 EOG data to develop class lists	Complete 08/15/2022	Delishia Moore	08/10/2022

<i>Notes:</i>				
10/7/23	School Admin. will monitor evidence of common formative assessments within tested subjects within PLC minutes.		Sharron Bell	06/12/2024
<i>Notes:</i>				
10/7/23	Admin. will analyze and share school-wide performance data(EVAAS, EOG), disaggregated by sub-groups annually		Sharron Bell	06/12/2024
<i>Notes:</i>				
10/7/23	Teacher will administer district benchmarks in accordance to district testing calender/pacing		Lykisa Coby	06/12/2024
<i>Notes:</i> Teachers will disaggregate data during PLC and Data Digs to make informed decisions on intervention for students				
10/7/23	The Admin. Team will lead professional development on how to desegregate classroom/benchmark data to include analysis of all student subgroups		Lykisa Coby	06/12/2024
<i>Notes:</i>				
10/10/22	Teachers will use School Net assessments to track student proficiency		Sharron Bell	06/12/2024
<i>Notes:</i>				
10/10/22	Teachers will administer pre and post assessments for each new standard taught using Depth of Knowledge levels 2 and 3		Sharron Bell	06/12/2024
<i>Notes:</i>				
10/10/22	Teachers will analyze formative assessments to drive instruction (item analysis)		Sharron Bell	06/12/2024
<i>Notes:</i>				
10/10/22	Administrators will complete 4 classroom walkthroughs each day to collect data on instructional practices, data will be used to develop PD		Sharron Bell	06/12/2024
<i>Notes:</i>				

	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	ECMS offers professional development mainly to all staff. The school district provides various opportunities for professional development that align with the district's strategic plan. Professional development opportunities are provided monthly based on school data/observations.	Limited Development 10/07/2023			
<b>How it will look when fully met:</b>	<p>Full implementation will be reached when:</p> <ul style="list-style-type: none"> <li>-School and classroom data, along with teacher input consistently guide the professional development offerings.</li> <li>-Differentiated professional development is offered based on individual grade level/department data and may vary greatly across the school.</li> <li>-Experts within and outside the school and district are consistently called upon to help present offerings that are relevant to the staff and improve their instruction.</li> <li>-Professional development is monitored for fidelity of implementation, followed up on, and opportunities for coaching and long-term practice are the norm.</li> </ul>		Sylvia Carver	06/12/2024	
<b>Actions</b>		<b>0 of 3 (0%)</b>			
10/7/23	All staff will receive PD from Dan Mulligan and connect the essential questions and learning goals and standards		Sharron Bell	06/12/2024	
<i>Notes:</i>					
10/7/23	Content leaders will conduct classroom walkthroughs to determine possible needs for instruction		Erica Cooper	06/12/2024	
<i>Notes:</i>	Leads will use SLT developed walkthrough form				
10/7/23	Administrators will use data from walkthroughs, lesson plans, testing, and teacher input to design school-based professional development		Lykisa Coby	06/12/2024	
<i>Notes:</i>	documented in admin. plc minutes				



**Effective Practice:**

**Family Engagement**

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>The consistent mode of communicating with parents for teachers is through Parent Square. Teachers share weekly classroom updates through their team Monday Mailouts. Tutoring is offered before school daily and after school on scheduled days or by appointments and parents have been encouraged to have students present for tutoring. Resources have also been communicated to parents through email, interim reports and individual phone calls. Teachers also conduct student/teacher led conferences with parents.</p> <p>ECMS traditionally hosts annual events where parents are invited to the school:</p> <ul style="list-style-type: none"> <li>-Back-to-school open house (held in August to welcome parents and students. Expectations were shared and parents/students were given the opportunity to meet with staff members and explore the school)</li> <li>-Poetry/Music Night in which students perform musical or recite poetry</li> <li>-8th Grade Promotion Ceremony</li> <li>-Band Concerts (twice a year)</li> <li>-Sporting Events</li> </ul>	Limited Development 10/07/2023		
<b>How it will look when fully met:</b>			ECMS provides all students and their families ongoing opportunities to foster positive relationships and support for the success of the whole child by creating an authentic, meaningful partnership between school, home, and the community.		Marie Moss	06/12/2024
<b>Actions</b>				1 of 9 (11%)		
	10/7/23	All students will have a school agenda for parents to monitor class assignments, upcoming events, and due dates.	Complete 08/23/2023	Nicole Smith	08/26/2023	

	<i>Notes:</i> Ordered through Jostens			
10/7/23	Develop a PTO to partner with school to provide more experiences for students.		Christina Brown	11/01/2023
	<i>Notes:</i>			
10/7/23	ECMS will provide family involvement activities to educate parents on student learning (Student Showcase)		Erica Cooper	06/12/2024
	<i>Notes:</i> Showcases will align with student report card pickup days			
10/7/23	All teachers will communicate positive and constructive feedback with parents consistently to ensure parents are aware of student progress		Sharron Bell	06/12/2024
	<i>Notes:</i> Parent contacts noted in team meeting minutes			
10/7/23	Data manager will send attendance letters to inform parents of unexcused absences and tardies.		Kelly Stallings	06/12/2024
	<i>Notes:</i> Sends out weekly reports as students reach 3 unexcused absences. Daily absence notifications are sent through Parent Square.			
10/7/23	SLT will analyze survey results from Title I events to make informed decisions regarding parent engagement and program effectiveness		Christina Brown	06/12/2024
	<i>Notes:</i>			
10/7/23	Establish and maintain a Parent Resource Center		Taylor Guill	06/12/2024
	<i>Notes:</i> Parent support with Parent Portal, How to support academics at home, community resources, etc.			
10/7/23	Parent Square will be used to communicate updates and important information to parents at least twice per month.		Coza Blount	06/12/2024
	<i>Notes:</i>			
10/7/23	Facebook, Instagram, and the school webpage will be updated weekly to communicate to the community updates on student events and other news happening at the school.		Shanta Watkins	06/12/2024
	<i>Notes:</i>			