

Comprehensive Progress Report

Mission: At Elizabeth City Middle School, we value the whole child and prepare students to think critically, act responsibly, and make a positive impact in their communities and the world.

ECMS Will:

- Leverage innovative approaches to learning
- Provide personalized instruction
- Promote collaborative learning
- Technology integration
- Provide holistic support/whole Child Support.
- Foster positive partnerships with all stakeholders
- Promote global awareness and open mindedness.
- Encourage personal growth and success and enable all stakeholders to be lifelong learners.

Vision: ECMS is a community school that amplifies the educational experiences for all students by focusing on the whole child and preparing them for success in a global and innovative society.

Goals:

- By the end of the 2025-2026 school year, all grade levels will show an increase in proficiency of 10% (or more) in English Language Arts.
- By the end of the 2025-2026 school year, all grade levels will show an increase in proficiency of 10% (or more) in Math.
- By the end of the 2025-2026 school year, students enrolled in 8th-grade science will show an increase in proficiency of 10% (or more).

 Activity in the last 6 months

! = Past Due Objectives KEY = Key Indicator	
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	Target Date
<i>Initial Assessment:</i>			2022-2023 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. 2023-2024 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. 2024-2025 Teachers still struggle with 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. SLT has implemented district PLC protocols within weekly PLC meetings to ensure consistency. 2025-2026 Teachers still struggle with 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, including MCLs analyzes trends based on classroom observations on a regular basis. Teachers are expected to	Limited Development 10/10/2022		

review performance data (weekly teacher formative assessments, Common Formative Assessments, and benchmarks) and develop improvement plans based on student misconceptions. MCLs will support teachers with this expectation. The school continues to use district PLC protocol templates within weekly PLC meetings to ensure consistency.

How it will look when fully met:

2022-2023

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.

2023-2024

ECMS will receive Exceeding Growth as measured by EVAAS and student proficiency scores will be achieved by leveraging the following actions:

- Content PLCs will meet weekly to disaggregate student data and use the data to make decisions that will impact student achievement.
- 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.
- A culture of high expectations will be embraced by staff, students, and parents.
- All teachers will apply Data Driven Instruction to improve academic outcomes for all subgroups.
- All Teachers conduct item-level analysis during PLC weekly to address common misconceptions for reteaching.

2024-2025

ECMS will receive Exceeding Growth as measured by EVAAS and student proficiency scores will be achieved by leveraging the following actions:

Sharron Bell

06/12/2026

- Content PLCs will meet weekly to disaggregate student data and use the data to make decisions that will impact student achievement.
- 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.
- A culture of high expectations will be embraced by staff, students, and parents.
- All teachers will apply Data Driven Instruction to improve academic outcomes for all subgroups.
- All Teachers conduct item-level analysis during PLC weekly to address common misconceptions for reteaching.
- ECMS is rebranding image to a Global Focus and incorporating IB Framework into daily instruction to increase rigor across all grade spans.

2025-2026

ECMS will receive Exceeding Growth as measured by EVAAS and student proficiency scores will be achieved by leveraging the following actions:

- Content PLCs will meet weekly to disaggregate student data and use the data to make decisions that will impact student achievement.
- 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.
- A culture of high expectations will be embraced by staff, students, and parents.
- All teachers will apply Data Driven Instruction to improve academic outcomes for all subgroups.
- All Teachers conduct item-level analysis during PLC weekly to address common misconceptions for reteaching.
- ECMS will continue with Global Focus and incorporate IB Framework into daily instruction to increase rigor across all grade span

Actions		3 of 10 (30%)		
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
Notes: 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
Notes:				
10/7/23	Teacher will administer district benchmarks in accordance to district testing calender/pacing	Complete 06/12/2025	Lykisa Coby	06/12/2025
Notes: 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	06/12/2026
Notes:				
10/7/23	School Admin. will monitor evidence of common formative assessments within tested subjects within PLC minutes.		Lykisa Coby	06/12/2026
Notes:				
10/7/23	Admin. will analyze and share school-wide performance data(EVAAS, EOG), disaggregated by sub-groups annually		Sharron Bell	06/12/2026
Notes:				
10/10/22	Teachers will use School Net assessments to track student proficiency		Sharron Bell	06/12/2026
Notes:				
10/10/22	Teachers will administer pre and post assessments for each new standard taught using Depth of Knowledge levels 2 and 3		Joshua Sawyer	06/12/2026
Notes:				
10/10/22	Teachers will analyze formative assessments to drive instruction (item analysis)		Jennifer Combs	06/12/2026
Notes:				
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	06/12/2026
Notes:				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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
<i>Initial Assessment:</i>			2022-2023 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. 2023-2024 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. 2024-2025 MTSS committee has developed a comprehensive plan to meet the needs of our students and staff. Team will work this school year to ensure MTSS/PBIS structure/matrix is posted in all classrooms and monitored throughout the school year. We continue to utilize the Restorative facilitator to address disciplinary issues as a tier 2 strategy. The team will continue to develop the comprehensive system of tiered instruction and promotion of positive behavior amongst students and staff.	No Development 10/10/2022		
<i>How it will look when fully met:</i>			2022-2023 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.		Ervin Jones	06/12/2026

2023-2024

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.

There will be a well-established Standard Treatment Protocol for Intervention that maps out procedures, materials, and intervention practices that is implemented for reading.

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.

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
<i>Notes:</i> 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	Teachers will receive professional development training on how to incorporate small group instruction.	Complete 06/12/2024	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	Complete 06/12/2025	Ervin Jones	06/12/2025

<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		Elizabeth Elliott	06/12/2026
<i>Notes:</i> PBIS Store(Student JBuzz Dollars)				
10/7/23	ECMS MTSS/PBIS committee will consistently monitor systems of support to ensure effectiveness		Ervin Jones	06/12/2026
<i>Notes:</i>				
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.		Sharron Bell	06/12/2026
<i>Notes:</i>				
12/13/22	Title 1 Goal #2 Weekly tutoring sessions in Math for Tier 2 students using research-based strategies during 2nd semester.		Christina Brown	06/23/2026
<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	06/30/2026
<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>	2023-2024 School Year 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. 2. Teachers have taught and modeled grade-level expectations during homeroom during the first week of school. 3. Teachers continue to promote positive relationship-building through SEL embedded in daily instruction. 4. The Restorative Facilitator teaches and models how to regulate and resolve unwanted feelings. 5. The school district has created a discipline matrix to assist in our implementation and reinforcement of classroom expectations. 2024-2025 School Year 1. Teachers have received professional development on SEL and the whole child at beginning of school year 2. Teachers have taught and modeled grade-level expectations during homeroom during the first week of school. 3. Teachers continue to promote positive relationship-building through SEL embedded in daily instruction. 4. The Restorative Facilitator continues to teach and model how to regulate and resolve unwanted feelings. 5. The school district has created a discipline matrix to assist in our implementation and reinforcement of classroom expectations. 6. Restorative Facilitator conducts class walkthroughs to support	Limited Development 10/05/2023		
-----------------------------------	---	---	--	--

teachers with student behaviors and actions that may trigger students.

2025-2026 school year

1. Teachers have received professional development on SEL, power struggles, and the whole child at beginning of school year
2. Teachers have taught and modeled grade-level expectations during homeroom during the first week of school.
3. Teachers continue to promote positive relationship-building through SEL embedded in daily instruction.
4. The Restorative Facilitator continues to teach and model how to regulate and resolve unwanted feelings.
5. The school district has created a discipline matrix to assist in our implementation and reinforcement of classroom expectations.
6. Restorative Facilitator conducts class walkthroughs to support teachers with student behaviors and actions that may trigger students.

How it will look when fully met:

All ECMS teachers employ effective classroom management strategies and reinforce classroom rules and procedures by positively teaching them.

Every space in the building will have posted expectations that are aligned to the school's vision, mission, and values.

School-wide expectations are clearly defined. All teachers can state the school-wide expectations and reinforce them consistently.

All teachers implement No-Nonsense Nurturing throughout every class.

All teachers are trauma-informed so that they can create plans and implement events for positive behavior reinforcement monthly

Lykisa Coby **06/12/2026**

Actions		7 of 11 (64%)		
6/13/24	Use Budge Flexibility to hire 2nd assistant principal.	Complete 08/01/2022	Sharron Bell	08/01/2022
Notes: This flexibility was used in 2021-2022 school year. This flexibility was used in 2022-2023 school year. This flexibility was used in 2023-2024 school year. This flexibility was used in 2024-2025 school year.				
6/13/24	Use Budget flexibility to retain 1/2 of salary for restorative facilitator	Complete 08/01/2022	Sharron Bell	08/01/2022

	Notes: Budget flexibility was used in 2021-2022 school year Budget flexibility was used in 2022-2023 school year Budget flexibility was used in 2023-2024 school year Budget flexibility was used in 2024-2025 school year			
6/13/24	Use Employment Requirement to retain content teachers without a license.	Complete 08/01/2022	Sharron Bell	08/01/2022
	Notes: This flexibility was used in the 2021-2022 school year. This flexibility was used in the 2022-2023 school year. This flexibility was used in the 2023-2024 school year. This flexibility was used in the 2024-2025 school year.			
10/5/23	Restorative Facilitator will facilitate small group sessions with targeted students based on discipline data	Complete 10/30/2023	Ervin Jones	10/30/2023
	Notes:			
10/5/23	All teams will have consistent expectations and consequences for classroom behavior that will be posted in every class on large posters.	Complete 11/01/2023	Erica Cooper	11/01/2023
	Notes:			
10/5/23	School Administration will provide feedback on the use of NNN within daily instruction during classroom walkthroughs	Complete 10/14/2024	Sharron Bell	01/01/2024
	Notes:			
10/5/23	Ecms will have a consistent schoolwide positive reward system	Complete 06/12/2025	Christina Melendez	12/01/2024
	Notes:			
10/5/23	Ongoing Tracking of Student Referrals		Ervin Jones	06/14/2026
	Notes:			
10/5/23	Teachers will meet twice a week in teams to discuss and problem-solve student behaviors in the classroom		Lykisa Coby	06/14/2026
	Notes:			
10/5/23	All grade-level teams will promote positive motivation incentives by nominating a Jacket of the Month		Lykisa Coby	06/14/2026
	Notes:			
10/5/23	School administration will use discipline data to provide PD based on high-needs areas.		Sharron Bell	06/14/2026
	Notes:			

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
<i>Initial Assessment:</i>			2023-2024 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. ECMS traditionally hosts annual events where parents are invited to the school: -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) -Poetry/Music Night in which students perform musical or recite poetry -8th Grade Promotion Ceremony -Band Concerts (twice a year) -Sporting Events 2024-2025 Teachers continue to use Parent Square. Teachers share weekly classroom updates through their team Monday Mailouts. Resources have also been communicated to parents through email, interim reports and individual phone calls. Teachers also conduct student/teacher led conferences with parents. ECMS continues to host annual events where parents are invited to the school:	Limited Development 10/07/2023		

-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)

-Poetry/Music Night in which students perform musical or recite poetry

-8th Grade Promotion Ceremony

-Band Concerts (twice a year)

-Sporting Events

During the 2024-2025 school year, ECMS will partner with ECU to hire a Community Schools Coordinator. The role with support providing resources for families, while bridging the gap between parents, school, and the community. We will create and maintain a parent resource center (SOAR) to provide a safe haven for families in need. The coordinator will also create at least one community event each month to increase parent involvement.

2025-2026

Teachers continue to use Parent Square. Teachers share weekly classroom updates through their team Monday Mailouts. Resources have also been communicated to parents through email, interim reports and individual phone calls. Teachers also conduct student/teacher led conferences with parents.

ECMS continues to host annual events where parents are invited to the school:

-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)

-Java & Jazz in which students perform musical selections to the community

-8th Grade Promotion Ceremony

-Band Concerts (twice a year)

-Sporting Events

During the 2025-2026 school year, ECMS will continue partnership with ECU that funds a CSC on campus. The CSC continues to provide resources for families, while bridging the gap between parents, school,

	and the community. The CSC maintains a parent resource center (SOAR) to provide a safe haven for families in need. The coordinator will also facilitate at least one community event each month to increase parent involvement.			
How it will look when fully met:	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.		Chris Wilder	06/12/2026
Actions		8 of 11 (73%)		
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	ECMS will provide family involvement activities to educate parents on student learning (Student Showcase)	Complete 06/12/2024	Erica Cooper	06/12/2024
<i>Notes:</i> Showcases will align with student report card pickup days				
10/7/23	Parent Square will be used to communicate updates and important information to parents at least twice per month.	Complete 06/12/2024	Coza Blount	06/12/2024
<i>Notes:</i>				
10/14/24	Hire a Community Schools Coordinator	Complete 06/12/2025	Sharron Bell	11/01/2024
<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.	Complete 06/12/2025	Coza Blount	06/12/2025
<i>Notes:</i>				
10/7/23	Data manager will send attendance letters to inform parents of unexcused absences and tardies.	Complete 06/12/2025	Victory Blount	06/12/2025
<i>Notes:</i> Sends out weekly reports as students reach 3 unexcused absences. Daily absence notifications are sent through Parent Square.				
10/14/24	Conduct at least one Community event each month through Community Schools partnership	Complete 06/12/2025	J'Vonn Davis	06/12/2025
<i>Notes:</i>				

10/7/23	Establish and maintain a Parent Resource Center	Complete 06/12/2025	Jvonn Davis	06/12/2025
	<i>Notes:</i> Parent support with Parent Portal, How to support academics at home, community resources, etc.			
10/7/23	SLT will analyze survey results from Title I events to make informed decisions regarding parent engagement and program effectiveness		Christina Brown	06/12/2026
	<i>Notes:</i>			
10/7/23	All teachers will communicate positive and constructive feedback with parents consistently to ensure parents are aware of student progress		Mykal Polite	06/12/2026
	<i>Notes:</i> Parent contacts noted in team meeting minutes			
10/7/23	Develop a PTO to partner with school to provide more experiences for students.		Christina Brown	11/01/2026
	<i>Notes:</i>			