East Middle School 11/21/2025

Comprehensive Progress Report

Mission: Empower the school community and motivate the students to be lifelong learners through interactive engagement to succeed now and in the future.

Vision: East Middle School will empower students to become future-ready for lifelong success. We will create an inclusive school culture where ALL students can feel safe to learn and grow.

Goals:

Increase student performance

Eliminate opportunity gaps

Increase Educator Preparedness to meet the needs of every student

! = 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

Initial Assessment:	August 2025 Our Leadership Team consists of the principal, assistant principal, guidance counselor, CTE coach, and instructional facilitator. The team meets weekly with clear agendas and documented minutes; however, school performance data and next steps are not yet consistent discussion points. Student performance data is reviewed quarterly using Check-in assessments, which helps identify areas for improvement, but further work is needed to ensure next steps are clearly defined and monitored. Currently, student performance data and classroom observation data are not routinely combined to inform decisions. Observation data is collected but not consistently aggregated or shared to identify schoolwide instructional strengths and needs. Individual student data is reviewed by teachers for interventions, but systematic structures for schoolwide monitoring are still developing. Professional development is not yet fully aligned to evidence from both student performance and observation data. While resources are allocated for instructional support, decisions are not consistently tied to combined data findings. The Leadership Team recognizes the need to strengthen data use by aligning PD and resources directly to identified needs, establishing clearer monitoring systems, and ensuring sustainability of practices across grade levels.	Limited Development 08/25/2025		

How it will look when fully met:	The Leadership Team, composed of administrators, instructional coaches, guidance, and teacher representatives from across grade levels and content areas, meets consistently each week with established protocols, clear agendas, documented minutes, and assigned action steps. At every meeting, the team analyzes disaggregated student performance data from state, benchmark, and classroom assessments to identify achievement trends, ensure equity, and set measurable schoolwide goals. Aggregated classroom observation data, collected through regular walkthroughs and evaluations, is reviewed alongside student performance results to identify patterns in instructional strengths and areas for growth. By triangulating these data sources, the team determines professional development priorities that directly align with identified needs, ensuring training is targeted and impactful. Resources, including coaching support, instructional materials, and time for collaboration, are strategically allocated to support data-driven goals. The team monitors the impact of professional development and school improvement initiatives through follow-up data reviews, subsequent observations, and teacher feedback, making adjustments as needed. Through this cycle of analysis, action, and monitoring, the Leadership Team ensures that data-informed practices are fully embedded, equitable, and sustainable, resulting in continuous improvement in both teaching and student performance.		**Marvin D. Smith**	**06/10/2028**
Actions		**0 of 6 (0%)**		
9/7/25	Develop protocols for Leadership Team data discussions.		Jennah King	11/26/2025
Notes:				
9/7/25	Create system to aggregate and share observation data		April Parsons (elected 2025)	12/24/2025
Notes:				
9/7/25	Train Leadership Team to analyze disaggregated student performance		April Parsons (elected 2025)	01/31/2026
Notes:				
9/7/25	Implement combined review of student and observation data		Marvin D. Smith	02/25/2026

	Notes:				
	9/7/25	Monitor impact of PD linked to data findings		Jennah King	03/25/2026
	Notes:				
	9/7/25	Adjust and sustain practices through ongoing review cycles		April Parsons (elected 2025)	04/30/2026
	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**

Initial Assessment:	August 2025 Our school implements a tiered instructional system that addresses academic, behavioral, emotional, and attendance needs. Tier I provides all students with differentiated, standards-aligned core instruction. Teachers use formative assessments to monitor progress and adjust instruction to meet diverse needs. Students requiring additional support receive Tier II small-group instruction targeting specific standards not yet mastered. When progress remains insufficient after multiple targeted interventions, students transition to Tier III, where individualized, one-on-one support is delivered until proficiency reaches at least 80 percent. Student placement and movement between tiers are determined through regular review of multiple data sources, ensuring timely and equitable support. Evidence-based strategies are implemented across all tiers, with interventions selected based on demonstrated effectiveness and student needs. Grade-level and departmental teams meet weekly to collaboratively plan, analyze data, and problem-solve. This year, Professional Learning Communities (PLCs) will further strengthen alignment, collaboration, and shared ownership of student outcomes. Our tiered system is designed to provide equitable access to supports, maintain alignment with the NC MTSS framework, and meet Federal requirements. Ongoing professional learning equips staff with the skills to deliver high-quality instruction and adapt interventions to ensure all students achieve success.	Limited Development 08/25/2025		

How it will look when fully met:	Our school operates a fully embedded MTSS framework that integrates Tier I, II, and III instruction across academic, behavioral, emotional, and attendance domains. Tier I core instruction is strong, differentiated, and culturally responsive, ensuring that every student has equitable access to high-quality, grade-level learning. Reliable screeners, diagnostics, and progress monitoring tools are used consistently to place students in tiers and adjust supports fluidly based on data. Evidence-based practices are implemented with fidelity in every classroom, and all staff—including general education, EC, AIG, ML, and interventionists—use aligned strategies. Collaborative planning and structured problem-solving teams meet regularly to review student data, monitor progress, and refine instructional approaches. A schoolwide system provides clear entry and exit criteria for interventions, with fidelity checks in place to ensure quality and impact. Professional development is ongoing, equipping staff with skills in MTSS, equity, intervention design, and culturally responsive practices. Resources are allocated based on need, ensuring access to supports for all students, with subgroup performance data monitored to meet CSI/ATSI expectations. Evidence uploaded to NCStar includes master schedules, data review protocols, intervention logs, fidelity checklists, PD agendas, subgroup performance reports, and collaborative meeting minutes.		**Jeanette Williams (elected 2025)**	**06/10/2028**
Actions		**1 of 6 (17%)**		
9/7/25	Develop clear Tier I, II, III intervention entry/exit criteria.	Complete 10/29/2025	April Parsons (elected 2025)	10/31/2025
Notes:				
9/7/25	Create schoolwide data review protocols for tier placement decisions.		April Parsons (elected 2025)	11/26/2025
Notes:				

	9/7/25	Train all staff on evidence-based strategies across all tiers.		Johni Lilly (elected 2025)	12/31/2025
	Notes:				
	9/7/25	Implement fidelity checks for interventions using walkthroughs and logs.		Kristy Comer (elected 2025)	12/31/2025
	Notes:				
	9/7/25	Monitor subgroup performance data to ensure equity in supports.		Gabriel Moore (elected 2023)	01/31/2026
	Notes:				
	9/7/25	Sustain collaborative PLC problem-solving focused on MTSS alignment.		Jeanette Williams (elected 2025)	05/31/2026
	Notes:				

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3B: Provide rigorous evidence-based instruction**			
	KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	August 2025 Instructional teams develop units of instruction using county pacing guides and standards-based planning as the foundation. Teachers collaborate in departmental and grade-level PLCs to unpack standards, identify learning targets, and define mastery criteria. District and school leaders review lesson plans to ensure alignment with standards, and subject-specific instructional leaders provide targeted support. While some collaborative structures are in place, shared planning templates and equitable participation across all team members are areas for growth. Inclusive practices for students with disabilities, English learners, and diverse learners are incorporated when resources are available; however, consistent implementation with fidelity remains a focus area. Student learning data is reviewed regularly in PLCs and through principal-led data dives. Teachers use this information to guide small-group instruction and MTSS supports, though adjustments to units based on results are not yet systematic. Common formative assessments (CFAs), classroom walkthroughs, and countywide PDSA meetings provide opportunities for ongoing review of instructional units. Instructional guides remain live documents, but processes for regular, schoolwide updates and accountability structures could be strengthened to ensure continuous improvement and consistency over time.	Limited Development 08/15/2025		

How it will look when fully met:	Instructional teams meet regularly in protected PLC and grade-level planning sessions to collaboratively design, refine, and implement high-quality, standards-aligned units of instruction. A shared planning process and common templates guide all teams, ensuring equitable participation and collective ownership. Units are vertically and horizontally aligned across grade levels and subjects to provide a seamless, coherent learning progression for all students. Each unit includes clearly defined learning objectives, mastery criteria, and pre/post assessments aligned to state standards and benchmarks. Planning consistently incorporates strategies and resources to address the needs of students with disabilities, English learners, and other diverse learners, with fidelity of implementation monitored by school leadership. Student learning data from CFAs, benchmarks, and classroom assessments is systematically analyzed in PLCs to inform unit adjustments, guide MTSS interventions, and improve Core instructional practices. Professional learning opportunities and coaching support staff in strengthening unit design and delivery, while live instructional guides are reviewed and updated on an established schedule. Evidence in NCStar may include: completed unit planning templates, vertical and horizontal alignment maps, PLC agendas and minutes, data analysis protocols, examples of differentiated lesson plans, professional learning schedules, and records of unit review and revision cycles.		**April Parsons (elected 2025)**	**06/10/2028**
Actions		**2 of 6 (33%)**		
8/15/25	Adjust existing unit planning template to reflect current needs.	Complete 09/24/2025	Gabriel Moore	09/30/2025
Notes:				
8/15/25	Implement consistent use of alignment maps in all planning.	Complete 10/29/2025	Bonnie Battista Sides	10/31/2025
Notes:				
8/15/25	Train teachers on collaborative planning and data-driven unit design.		Gabriel Moore	11/25/2025
Notes:				
8/15/25	Implement inclusive planning strategies for diverse learners with fidelity.		Jennifer Haywood	01/30/2026

Notes:				
8/15/25	Monitor use of data to adjust instructional units during PLCs.		Kristy Comer	02/27/2026
Notes:				
8/15/25	Sustain the practice of quarterly unit reviews and updates.		Gabriel Moore	05/21/2026
Notes:				