Comprehensive Progress Report

Mission: East Hoke Middle School's mission is to provide a consistent and structured learning environment, where everyone feels supported and valued, and young scholars leave prepared for success.

Vision: The vision of East Hoke Middle School is to provide an engaging, collaborative, and enriching environment to promote scholars who are socially and emotionally prepared to navigate today's society as passionate life-long learners.

Goals:

Priority #1: Family and Community Create clear, consistent two-way communication across all schools. Increase family participation in student learning and school life. Expand community partnerships to support learning enrichment and career awareness. Goal 1: EHMS will increase the parental involvement for student learning and growth as measured by Parent/Teacher Conferences, weekly newsletters, progress reports, report cards, daily/weekly communication from teachers, and Grade Level Curriculum events. Goal 2: EHMS will increase the parental engagement with the school annually as measured by parent surveys, social media data, sign in sheets, volunteer opportunities, and creating a PTO.

Priority #2: Leadership and Improvement Strengthen leadership development and professional learning. Improve staff retention by addressing turnover in critical roles. Use data and feedback to drive continuous improvement districtwide. Goal 1: EHMS will increase the amount of self-selected professional development which is tied to student outcomes as measured by the Teacher Working Conditions Surveys. Goal 2: EHMS will increase the percentage of teachers who meet or exceed student growth as measured by EVAAS through strengthened peer observations, coaching, administrative walkthroughs, PD opportunities for staff members, and lesson plan feedback.

Priority #3: Deepening Engagement Increase student achievement and growth across all subgroups. Strengthen instructional practices through data-informed decision-making. Ensure equitable access to high-quality, engaging instruction. Goal 1: EHMS will increase student proficiency on Reading EOGs from 39.7 to 50. Goal 2: EHMS will increase student proficiency on Math EOGs from 31.5 to 42. Goal 3: EHMS will increase student proficiency on the Science EOG from 63.3 to 74. Goal 4: EHMS will increase student proficiency on the Math 1 EOC from 89.4 to 98.

Priority #4: Accelerated Growth Establish consistent districtwide data practices. Strengthen MTSS and targeted interventions for timely student support. Increase overall achievement and subgroup growth. Goal 1: EHMS will implement a consistent system of MTSS identification and interventions to increase student achievement Goal 2: EHMS will implement co-teaching professional development in order to increase our EC student achievement from the 16% proficiency earned 2025 - 2026.

Priority #5: Advanced Access Ensure fair, consistent identification and placement practices. Expand access to advanced coursework, enrichment, and career pathways. Improve family and student understanding of career options. Goal 1: EHMS will offer daily homeroom activities that include Intervention, SEL, career exploration, and enrichment. Goal 2: EHMS will take field trips to local colleges at no cost to the students to ensure inclusion and access for all students.

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			**Practice 1A: Prioritize improvement and communicate its urgency**			
	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)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Leadership team will schedule bi-monthly meetings to address and review implementation of practices. Leadership team will utilize the school and district calendar to ensure there are no conflicts with the scheduled meeting dates. Team will regularly meet with fidelity providing documentation of meeting attendance, concerns, and results.	Limited Development 04/20/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Leadership team will attend and participate in weekly meetings to address and review implementation of practices. During leadership meetings the team will address concerns, successes, and solutions to address concerns. Team will regularly meet with fidelity providing documentation of meeting attendance, concerns, and results.		**Stephanie McGirt**	**05/28/2027**
Actions				**0 of 2 (0%)**		
9/24/26			The school will have SIT/MTSS meeting two times per month to identify student needs for interventions.		Kenisha Jones (Elected 2025)	05/28/2027
Notes:						
9/24/25			The school leadership team will meet monthly with fidelity and keep a focus on student achievement and school culture.		Steven Kershaw	05/31/2027

Notes:	9.29.25 SIT met to review the SIP presentation, released data, SIP goal and update indicators.			
Implementation:		09/21/2018		
Evidence	5/23/2017 The leadership team has met either bi-monthly or monthly (dependent on school team circumstances) and all minutes have been updated via the agenda tab on the navigation toolbar.			
Experience	5/23/2017 The team has had ongoing meeting via face-to-face sessions or through google hangout. The team has addressed tasked and modified the plan, as needed, to meet the overall needs of the school.			
Sustainability	5/23/2017 The team will continue to meet bi-monthly to ensure sustainability of the plan and to ensure that objectives are met and fully implemented during the 2017-2018 school year.			

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	D1.02	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			The school will allocate monies (including Title I monies) to enhance the school's instructional priorities. Currently, the school pays for 3 teachers through Title I and we have alocated additional money for instructional supplies and field trips to colleges.	No Development 10/20/2026		
How it will look when fully met:			When fully met, we will be able to enhance student instruction by way of End of Year or End of Course assessments. Students will also be exposed to various college opportunities to improve college and career options when they get to the high school. With additional teachers being paid out of Title I monies, we will also have smaller class sizes, which in turn should improve our schoolwide data.		**LaToya Harris (Elected 2025)**	**05/28/2027**
Actions				**0 of 2 (0%)**		
10/20/26			The school will pay for college and career trips to allow students to have knowledge of what opportunities are open to them in the future as they prepare for high school.		Paretta Mtunda (Elected 2025)	05/28/2027
Notes:						
10/20/26			We will use school monies to purchase student resources and materials to enhance student learning outcomes.		Kendall Pickard (Elected 2025)	05/28/2027
Notes:						

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:			As a leadership team, we can review the data of students, along with observation data of teachers to see what types of professional development opportunities are needed for our staff to improve student instruction. By using staff surveys, we can also gauge what various professional develoment the staff would like to have to grow in their professional journey.	No Development 10/20/2026		
How it will look when fully met:			When this objective is met, our overall school EOG data will improve, our observation data will improve, and our data with the Teaching Working Conditions Survey will improve in 2028.		**Pam O'Brien**	**05/26/2028**
Actions				**0 of 2 (0%)**		
		10/20/26	The leadership team will conduct walkthroughs in order to see what possible professional development is needed for staff to improve teaching and student learning.		Lorena Dubreuil (Elected 2025)	05/27/2027
		Notes:				
		10/20/26	Teachers will attend professional development based on what they would like to attend to further their craft.		Daryl Evans (Elected 2025)	05/26/2028
		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:			Teachers will complete the TIPs form and discuss students during their PLC time in order to discuss possible interventions for the students. The SIT team will meet monthly to discuss MTSS and students identified by the teachers. EC inclusion teachers, AIG, and ESL teacher will push into classrooms in order to ensure students are receiving the content instruction from their core teachers and are supported by the EC, AIG, or ESL teacher.	Limited Development 09/24/2025		
How it will look when fully met:			Student data results will improve by way of EOGs and EOCs. Student subgroup data will also improve with our EC and EL students. We will close the gaps on learning loss with students as well.		**Nigel Scott (Elected 2025)**	**05/28/2027**
Actions				**0 of 2 (0%)**		
10/20/26			Intervention will take place Tuesday, Wednesday, and Thursday each week, alternating between reading and math.		Britney Sutton (Elected 2025)	05/28/2027
Notes:						
10/20/26			EC Inclusion, AIG, and ESL teachers will push into core content classes to support their students.		Paula Darden (Elected 2025)	05/28/2027
Notes:						

Core Function:	Domain 4: Culture Shift			
Effective Practice:	**Practice 4A: Build a strong community intensely focused on student learning**			
A4.05	**ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	As a school character education is taught and reviewed by teacher each Monday with students. On Fridays, teachers will hold one-on-one sessions with students who need check ins. As a school, we have implemented PBIS this year, as well as implemented class dojo as our point system. We have a PBIS committee and they hold PBIS celebrations each month for those who earn the amount of points needed to attend.	No Development 10/20/2026		
How it will look when fully met:	When this objective is met, our OSS and ISS numbers will decrease and behavior around the building will improve. In addition, we will have more students in class to receive direct instruction and our proficiency data will increase on End of Grade and End of Course Assessments.		**Lorena Dubreuil (Elected 2025)**	**05/28/2027**
Actions		**0 of 2 (0%)**		
10/20/26	Teachers will teach and review character education each Monday.		Ashley Artis (Elected 2025)	05/28/2027
Notes:				
10/20/26	PBIS celebrations will take place monthly.		Tawanda Lucas (Elected 2025)	05/28/2027
Notes:				