

Comprehensive Progress Report

Mission: East Hoke Middle School's mission is to provide a safe environment where all students can thrive academically and socially, as they become ready to function in the real world.

Vision: The vision of East Hoke Middle School is to provide an effective, differentiated learning environment where the achievement gap is bridged and all children are empowered academically, socially, and college and career ready.

Goals:

PRIORITY #1 -Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems, and eliminating barriers. Goal 1: EHMS will increase the percentage of total students who meet or exceed proficiency on EOG assessments 3% annually. Goal 2: 100% of students at East Hoke Middle School will receive personalized learning from school-wide Multi-Tiered System of Support strategies as demonstrated by Fall and Spring yearly FAM scores of over 85% operationalizing which will consistently increase from the base year by 2-5%

PRIORITY 2: Create an environment that fosters the growth of the whole child by nurturing students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments. Goal 1: 100% of students at East Hoke Middle School will receive and respond to focused and appropriate behavioral instruction and interventions using the PBIS framework as measured by ABE. Goal 2: 100% of teachers at EHMS will implement and strengthen comprehensive approaches to school safety that enhance the teaching and learning environment as measured by our FAM-S

PRIORITY # 3 Create an environment where technology is used to enhance teaching and learning as well as financial and business systems to provide tailored support to students, parents, and educators. Goal 1: 100% of teachers at EHMS will participate in and implement professional development to increase the use of technology systems for blended learning and effective technology integration as measured by blended learning walkthrough outcomes

PRIORITY #4: Recruit, hire, support, and invest in high-quality and diverse teachers, leaders, and support staff. Goal 1: 100% of instructional teams will engage in Professional Development opportunities, lead by teacher leaders, that enhance effective instructional practices supporting student learning Goal 2: 100% of instructional teams will participate and receive professional development related to Education Value-Added Assessment System reports aligned to creating and developing instructional plans for meeting the individual need of all students.

PRIORITY #5 Develop strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth. Goal 1: EHMS will increase high, frequent communication to all parent groups by 5%, regarding student academic performance within the content areas, and proficiency on all high stakes assessments. Goal 2: East Hoke Middle School will increase stakeholder engagement within the School Improvement team by 10% as measured by various communication tools to determine areas in which additional support is needed to ensure student success.



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		10/11/21 Due to the need for adjustments in curriculum and the inclusion of the word “all” in the priority at this point we are at Limited Development or Implementation	Limited Development 10/11/2021		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		100% of teachers will assess students knowledge of the content and student's progress frequently using a variety of assessment tools to inform their instruction. The leadership team will utilize data meeting minutes, benchmark assessment, and EOG scores as evidence. MTSS Processes are fully effective. We are using our PLC time to develop plans and common assessments. We are also using standardized testing, classwork such as quizzes, bellringers and exit tickets to collect data, analyze and implement instruction for our students. Understanding that all low standards should be remediated and retaught, and all standards that are proficient and above proficiency should continually be taught and enriched.	Objective Met 09/19/22	Bryan Kingsmill	02/28/2022
<i>Actions</i>					
	12/13/21	Common assessments are analyzed in PLC meetings	Complete 02/28/2022	Elisabeth (Joy) Meekins	06/10/2022
		<i>Notes:</i> Teachers assess common assessments during PLC meetings as necessarily created based on the instructional cycle and pacing.			
<i>Implementation:</i>			09/19/2022		

<p>Evidence</p>	<p>3/2/2022 PLC Minutes: https://docs.google.com/document/d/1cB_1xDA3O1CBUsO8uWTVBkjJH4eNRiOXjY5hoPgHAK/edit?usp=sharing https://docs.google.com/document/d/1fq1RSpEN05gGS9_jzL9IA37K4kALotqjGUrS0Ay2eig/edit?usp=sharing https://docs.google.com/document/d/12vcBKUSKBxmt0AhRydSLnXukka-JrH42VfaBoft-VR8/edit?usp=sharing General folder: https://drive.google.com/drive/folders/1IEmlxm9hx_4_HKimY0-fiZkNs-tJyFoq?usp=sharing</p>			
<p>Experience</p>	<p>3/2/2022 Teachers have been provided training about MTSS processes and encouraged to use Common Assessments in the classroom. Common assessments that have been created area analyzed within the Tuesday weekly MTSS PLC.</p>			
<p>Sustainability</p>	<p>3/2/2022 Teachers need twice yearly PD to remind them of the MTSS processes and methods of effectively analyzing Common Assessments.</p>			

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Instructional teams meet weekly to review data (academic, attendance, discipline), discuss academic performance, determine methods for implementation of effective instructional practices in order to meet the academic and social emotional learning needs of all students.	Limited Development 12/13/2021			
		Priority Score: 3 Opportunity Score: 3	Index Score: 9			
<i>How it will look when fully met:</i>		Instructional teams meet weekly to review data (academic, attendance, discipline), discuss academic performance, determine methods for implementation of effective instructional practices in order to meet the academic and social emotional learning needs of all students.	Objective Met 10/23/23	Tonja McGill	09/29/2023	
Actions						
12/13/21		Review of QAR district visits providing feedback	Complete 01/04/2023	Antonio Covington	01/04/2022	
		<i>Notes:</i> Mr. Covington will review feedback from QAR visit concerning PLCs with the staff to improve processes Covington reviewed QAR feedback with the staff in his staff meeting held January 4, 2022				
12/13/21		MTSS PLC training	Complete 06/10/2023	Elizabeth Santamour	06/10/2022	
		<i>Notes:</i> 10/12/21 is the first day following benchmarks and training to begin MTSS procedures for the school year				
12/13/21		Admin team will routinely monitor PLCs and provide feedback according to the District rubric	Complete 10/23/2023	Antonio Covington	09/28/2023	

Notes: 9/18/23

The admin team will utilize Know Show charts weekly to ensure that teachers are internalizing their lesson plans. The administrative team. Will attend Friday lesson and practice clinics weekly.

2/27/2023

Instructional teams continue to meet twice a week to discuss best instructional practices, tiered instruction, student's progress on assessments, and update instructional lessons. Administration attends and participates in weekly PLC meeting providing feedback, suggestions and support. This indicator is ongoing and should be continued for the remainder of the school year.

Implementation:		10/23/2023		
Evidence	10/23/2023			
Experience	10/23/2023			
Sustainability	10/23/2023			

	A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	<p>Currently EHMS instructional teams meet twice weekly for a minimum of 3 hours per week to review student data, plan effective lessons, and ensure the state standards are aligned to the instructional lessons.</p> <p>Teams do meet but are interrupted for various reasons</p> <p>Parent teacher conference</p> <p>IEP Meetings</p> <p>PDs during planning</p> <p>Driving buses</p>	Limited Development 12/13/2021		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
	<i>How it will look when fully met:</i>	Fully met objectives will encompass teacher observations demonstrating effective lesson planning, lessons aligned to the state standards for content areas, lessons involving technology integration and authentic student engagement, monitoring of canvas lessons by administration to ensure quality lessons are provided for students with differentiation strategies, and adequate use of instructional resources; student data will reflect student learning targets and success rates for accomplishments, iReady data to determine skill levels for all learners, and state assessments which reflect learning objectives met by all learners. Collection of student data to support student learning and achievement.	Objective Met 06/13/22	Tonja McGill	06/10/2022
	Actions				
	12/13/21	Review of lesson plans for content alignment with state standards	Complete 06/10/2022	Tonja McGill	06/10/2022

Notes: Administration will review teacher lesson plans to ensure that they are aligned to the state standards for content areas

12/13/21 Admin review of lesson plans for technology integration Complete 06/10/2022 Tonja McGill 06/10/2022

Notes: Lessons will involve technology integration and authentic student engagement, and will monitor of canvas lessons to ensure quality lessons are provided for students with differentiation strategies

Implementation:		06/13/2022		
Evidence	6/13/2022			
Experience	6/13/2022			
Sustainability	6/13/2022			

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Teachers attend professional development that addresses instructional practices. Teachers participate in monthly vertical alignment meetings. Schoolwide MTSS implementation focused on core needs. Teacher curriculum and pacing guides shared in common drive. Instructional walkthroughs conducted to support standards aligned instrution.	Limited Development 11/29/2022		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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How it will look when fully met:	All content teams will submit completed MTSS documentation. Teams will meet consistently. Success in this area will be reflected in increased studnet mastery in all content areas.	Objective Met 03/27/23	Bryan Kingsmill	05/30/2023
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Actions				
11/29/22	Professional development on MTSS implementation.	Complete 02/27/2023	Joshua Williams	03/15/2023

Notes: 3/27/2023

Please review the note and minutes from the March MTSS meeting.

2/27/2023

The staff received training on TIPS, data decision rules, and the progression of a effective MTSS meeting and cycling the students through the process.

Implementation:		03/27/2023		
Evidence	3/27/2023 3/27/2023-The walkthrough documentation will be collecting, and uploaded into NCStar.			
Experience	3/27/2023 Teachers were engaged in a staff lead PD from Ms. Sanatmour and Ms. Snyder on Data decision rules and TIPS process.			
Sustainability	3/27/2023 - Quality walk-throughs will be conducted by administration and student support services to assure accountability.			

	A2.19	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Guidance counselor and data manager have a process in place to register students and keep students informed of the registration process. The district has begun the process of implementing "Major Clarity" a digital platform guiding students. CTE courses are being offered for students and have been for many years. Every teacher has access to Major Clarity. Teachers can have students utilize in Major Clarity during down time. Major Clarity is being utilized in Social Studies classes to ensure all students are accessing the program.		Limited Development 12/13/2021		
	Priority Score: 2 Opportunity Score: 3		Index Score: 6		
How it will look when fully met:	Once the objective is fully met all teachers will be using Major Clarity in all grade levels to get all students college and career ready. This will require all staff to be trained on Major Clarity and what it means to implement the program in all content areas.		Objective Met 10/23/23	Kenisha Jones	12/21/2023
Actions					
	12/13/21	Training for Major Clarity - Admin and guidance	Complete 11/17/2021	Kenisha Jones	11/17/2021
	<i>Notes:</i> Training was provided by the District CTE department				
	12/13/21	Training for MajorClarity Electives and 8th grade teachers	Complete 11/18/2021	Kenisha Jones	11/18/2021
	<i>Notes:</i> Training was provided by the District CTE department				
	12/13/21	Reinforcement of MajorClarity best practices through Eagle CAMPS or Social Studies. We will have a conversation with the Social Studies department and Student Support Services. We will receive training from the Major Clarity team which includes Ms. Jones/Mrs. Hubbard during the mandatory workday.	Complete 10/23/2023	Kenisha Jones	10/06/2023
	<i>Notes:</i> We expect a report out of how this will work by the December meeting. 2/27/2027 After the full staff introduction, it was decided that we will disseminate the information to the students through the Social Studies courses. We will also preview, the Portrait of a graduate competencies.				
Implementation:			10/23/2023		

<i>Evidence</i>	10/23/2023			
<i>Experience</i>	10/23/2023			
<i>Sustainability</i>	10/23/2023			
A2.25	The teacher builds students' ability to use a variety of learning tools. (5339)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Teachers who are have full implementation of this indicator regularly integrate the following into their instruction and assignments:</p> <ul style="list-style-type: none"> Integration of writing frequently Collaborative assignments Canvas Edpuzzle Utilization of google suite Flipgrid Record audio Small group (stations) iReady Socratic seminars Khan Academy Delta Math Gimkit Eagle CAMPS (intervention time) 	Limited Development 12/13/2021		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	Once the objective is fully met the school should see a steady increase in NC Check In data, as well as increased student motivation, attendance, and decline in classroom behavior issues.		Objective Met 06/13/22	Chenita Clark	06/10/2022
Actions					
	12/13/21	After school clubs	Complete 06/10/2022	Antonio Covington	06/10/2022
	<i>Notes:</i>				
	12/13/21	Integration of Eagle CAMSPS "Future Ready Friday"	Complete 09/01/2021	Elizabeth Santamour	09/01/2022
	<i>Notes:</i> Students participate in Future Ready Fridays each week which teaches learning skills and academic behaviors				
Implementation:			06/13/2022		
Evidence	6/13/2022				
Experience	6/13/2022				
Sustainability	6/13/2022				

	A2.26	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<ul style="list-style-type: none"> -Motivational Monday on CAMPS -Class discussions on the “why” of the lesson answering the question “Why is this important?” -Student created SMART Goals -Report card counseling. -Teacher-student conferences to boost students' self confidence. -Principle Lunch for A-B Honor Roll. -Check-in Growth Socials 	Limited Development 12/13/2021			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Once this objective is fully met students will understand the importance of their education. Students will be more engaged in the classroom, will be actively participating in the majority of assignments and have personal SMART goals they plan to reach. We will know students are motivated to learn as we see an increase in assignments submitted and standardized test scores growing as a result.	Objective Met 06/13/22	Martina Snyder	06/10/2022	
Actions					
12/13/21	Motivational Monday on CAMPS	Complete 06/10/2022	Elizabeth Santamour	06/10/2022	
<i>Notes:</i>					
12/13/21	Student created SMART Goals	Complete 06/10/2022	Lorena Dubreuil	06/10/2022	
<i>Notes:</i>					
12/13/21	Principle Lunch for A-B Honor Roll	Complete 06/10/2022	Antonio Covington	06/10/2022	
<i>Notes:</i>					

Implementation:		06/13/2022		
<i>Evidence</i>	6/13/2022			
<i>Experience</i>	6/13/2022			
<i>Sustainability</i>	6/13/2022			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Data analysis and instructional planning			
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		A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	East Hoke Middle School's administration team completes observations and provides feedback on both areas of need and successes through a variety of avenues.			Limited Development 12/13/2021		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9			
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How it will look when fully met:	Once this objective has reached full implementation there will be a natural process observation and feedback cycles that aim to improve conditions school-wide based on what is observed and what goals are set.			Objective Met 09/26/22	Antonio Covington	09/26/2022
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Actions						
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12/13/21	Walkthroughs are performed by district support and building instructional support; coaching is provided as a result of the feedback			Complete 06/10/2022	Elisabeth (Joy) Meekins	06/10/2022
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<i>Notes:</i>						
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12/13/21	Observation schedule is established and followed by administration			Complete 09/01/2021	Antonio Covington	09/01/2022
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<i>Notes:</i>						
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12/13/21	Administration team arranges for instructional facilitator observations for feedback			Complete 09/26/2022	Antonio Covington	09/26/2022
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Notes: Instructional Facilitators observed various classrooms at least once during the 2021-2022 school year. Feedback was provided to teachers regarding technology integration, classroom management, and instructional practices.

Implementation:		09/26/2022		
<i>Evidence</i>	9/26/2022			
<i>Experience</i>	9/26/2022			
<i>Sustainability</i>	9/26/2022			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
A4.02		Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Special education team meets weekly to discuss student progress, and modes of serving students as well as compliance with deadlines and documentation. EC teachers also meet unofficially on a regular basis as they collaborate about student progress.	Limited Development 12/13/2021		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When A4.02 is fully implemented, EC teachers will have a common time block that allows them to collaborate about all of the students in their tutelage, thereby providing the opportunity to discuss formative assessments and behavior interventions more regularly. These teachers will be able to meet during the school day to analyze specific behavior, attendance and academic data for students with disabilities and will use the data to craft specific research based interventions as well as track those interventions to determine those that are effective on a routine basis. Minutes will be taken for each meeting and will provide evidence for student growth as well as areas of need. The EC department will meet regularly and be able to share effective strategies among the team of self- contained, and inclusion teachers as well as report to whole staff methods of effective practice.	Objective Met 03/04/22	Raekwon Butler	03/10/2023
Actions					
	12/13/21	EC meetings are scheduled and minutes are updated	Complete 12/15/2021	Raekwon Butler	01/10/2022
	<i>Notes:</i>				
	12/13/21	EC instructor teams have an arranged time to meet to discuss data	Complete 12/15/2021	Raekwon Butler	01/10/2022
	<i>Notes:</i>				
Implementation:			03/04/2022		

Evidence	12/23/2021 Meeting minutes uploaded into the EC PLC team's folder			
Experience	12/23/2021 There is an EC department chair who organizes the meetings regularly.			
Sustainability	12/23/2021 Meetings will need to be monitored and PLC minutes will need to be reviewed by administration to ensure meetings continue			
A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The East Hoke Team has has an ongoing process for referring students for SPed services. With changes in MTSS processes and IIP requirements, however, the team has had to rethink the procedures that have been in session.	Limited Development 02/08/2022		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	When this is fully met we will have fully implemented the SAT Process and ensured we are using the screening procedures put in place. Before a student is referred, teachers will have already collected sufficient evidence to justify the referral. We will clearly identify who is responsible for each part of the process. Train all teachers in the process to confirm that it is systemic throughout the building. Mrs. Mtunda/Ms. Peterson will inform the staff of the updated SAT process packet.	Objective Met 09/18/23	Nigel Scott	08/25/2023
Actions				
	2/16/22 SAT packet checklist created and shared to teacher	Complete 01/23/2023	Yvette Peterson	12/05/2022

Notes: Ms. Mtunda and Ms. Peterson will meet with Jettie Patterson, EC Coordinator and Ms. Maxwell, Social Worker to create a flow chart for SAT process.

1/3/2023 SIT representative created a new SAT process, and checklist. The staff gained clarity of the full process. This was during the January 2023 staff meeting.

2/16/22 Step 1- Teacher documents in ECATS - using MTSS data and conversations

Complete 08/30/2023

Antonio Covington

08/30/2023

Notes: Administration will schedule an ECATS training for staff to address MTSS documentation.

Implementation:

09/18/2023

Evidence

9/18/2023

Experience

9/18/2023

Sustainability

9/18/2023

	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:	<p>Currently, PBIS is the school's framework for teaching and reinforcing positive student behavior. All teachers were given the East Hoke PBIS matrix at the beginning of the year.</p> <p>Teachers are reminded at each pivotal juncture of the year, and each quarter to reinforce behavior expectations.</p>	Limited Development 02/08/2022			
How it will look when fully met:	<p>Evaluation measure: abe data should decrease, student referrals to guidance will decrease. Social emotional explicit teaching will increase. Increased student participation in clubs/after school activities.</p> <p>Data: PLC meeting minutes, lesson plans, referrals sent to guidance</p> <p>Resources: Refresher on social emotional learning, teaching a diverse group of students, EAGLES CAMPS with fidelity, Major Clarity.</p> <p>Intervention specialist, Maggie's outreach, dropout prevention specialist, McKoy, Restorative circles</p>		Bryan Kingsmill	12/31/2023	
Actions			4 of 6 (67%)		
2/8/22	School will monitor and reinforce positive behaviors using PBIS agenda books and stamps, paired with celebrations for students who achieve 80% of all possible stamps	Complete 01/28/2022	Martina Snyder	02/04/2022	
<p><i>Notes:</i> Teachers count stamps, the PBIS chair, Snyder communicates to staff the process for reward and grade levels and electives school-wide organize PBIS celebrations.</p>					
2/8/22	Administration will complete classroom management walkthroughs, providing teachers with feedback specifically around how teachers have taught behavioral expectations	Complete 06/10/2022	Elisabeth (Joy) Meekins	04/14/2022	
<p><i>Notes:</i> Form will be completed during the walkthrough. The feedback will be automatically generated and sent to the teacher. https://docs.google.com/forms/d/e/1FAIpQLSfK6fCcWDQP9FR7-6cYYwxo6MpvGTLrZVB56bopV0i2eo9uA/viewform</p>					

	3/21/22	Build time in the schedule/build a consistent schedule for each team to transition in the hallway instead of all at once. Having a staggered time worked in the past- transitions to electives, from one class to the next, and to lunch.	Complete 07/22/2022	Antonio Covington	05/31/2023
	<i>Notes:</i>				
	3/21/22	Reinforce consistent transitions and evaluate any accommodations that arise	Complete 08/25/2023	Antonio Covington	07/31/2023
	<i>Notes:</i>				
	3/21/22	Provide additional support and required professional development to improve repetitive patterns of struggle/lapses among the staff		Antonio Covington	10/31/2023
	<i>Notes:</i>				
	3/21/22	Develop a culture of accountability among staff so that all staff are able to hold each other accountable for performance and expectations		Antonio Covington	12/01/2023
	<i>Notes:</i>				
	A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The EHMS team of faculty and staff provides after school clubs and tutoring Tuesday and Thursdays from 4-5:30pm</p> <p>The team also began Saturday school Saturday February 5 under the leadership of Tonja McGill in order to intervene for around 250 "bubble" students</p> <p>Evidence:</p> <ul style="list-style-type: none"> • EHMS Saturday Academy 2022 General Information • Other information • Clubs and tutoring evidence 1 • Clubs evidence 2 	Full Implementation 02/08/2022		

	A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	TBD 2.17.22		Limited Development 02/08/2022		
	Priority Score: 3 Opportunity Score: 3		Index Score: 9		
<i>How it will look when fully met:</i>	When the objective is fully met there will be more students showing growth and more teachers providing targeted interventions with fidelity. For the behavior portion of implementation we would see less students with repeat referrals for the same behaviors.		Objective Met 09/23/23	Chenita Clark	10/23/2023
Actions					
	2/16/22	School teams review data	Complete 06/10/2022	Tonja McGill	03/23/2022
	<i>Notes:</i>				
	2/16/22	Benchmarks are administered throughout the year	Complete 06/10/2022	Elisabeth (Joy) Meekins	04/01/2022
	<i>Notes:</i>				
	2/16/22	Student behavior data is pulled and analyzed to determine students requiring additional behavior interventions.	Complete 08/25/2023	Joshua Williams	08/06/2023
	<i>Notes:</i> Mr. Williams will run the reports and have a conversation with the Behavior Support Team. The behavior support team will assign kids to restorative circle. 4/30/2023 The student discipline data is review with all staff monthly. We will discuss in a future meeting our new tier for behavior.				
Implementation:			09/23/2023		
<i>Evidence</i>	9/23/2023				
<i>Experience</i>	9/23/2023				
<i>Sustainability</i>	9/23/2023				

!		A4.22	All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	EHMS has provided all teachers with culturally responsive instruction training.	Limited Development 02/15/2022				
<i>How it will look when fully met:</i>	<p>Students will be more motivated and engaged because they feel a sense of belonging. Positive rapport between teachers and students will increase because they will become more familiar with similarities and differences. Students and teachers will develop an appreciation for and an understanding of other cultures.</p> <ul style="list-style-type: none"> • Refresher on Cultural Awareness PD • Include information on LGBTQIA+ • Provide examples for incorporating cultural awareness in lesson planning and teaching examples • Cross-curricular planning meetings • Teachers provide articles and materials that are relatable to students 		Raekwon Butler	11/01/2023		
Actions				0 of 1 (0%)		
	3/2/22 Teachers will have an opportunity to continue learning and finding ways to be more culturally aware while lesson planning.		Kenisha Jones	11/01/2023		
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School Improvement Teams do not contain a district team member or accurately represent the school's population. Additionally, meetings are not always focused on the required actions and results.	Limited Development 10/08/2022		
<i>How it will look when fully met:</i>		The team will be active instead of passive. The team will consist of stakeholder representation, including the superintendent, to make informed decisions on student and school performance. The team will focus on results no matter how disadvantaged the student or school may be.	Objective Met 10/23/23	Shannon Register	06/12/2023
Actions					
	10/8/22	Conduct data meetings by district staff, including Superintendent, with administrative teams in November and February	Complete 02/03/2023	Shannon Register	04/12/2023
	<i>Notes:</i>				
	10/8/22	Monitor curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to the principal (Central Office/District Support and Improvement Team)	Complete 10/23/2023	Shannon Register	06/12/2023
	<i>Notes:</i>				
	10/8/22	Conduct QARs by District staff, including Superintendent, during the first and third quarter to focus on core instruction	Complete 10/23/2023	Erica Fortenberry	06/12/2023
	<i>Notes:</i>				
	10/8/22	Facilitate instructional rounds with administrators	Complete 10/23/2023	Shannon Register	06/12/2023
	<i>Notes:</i>				
	10/8/22	Review EVAAS, projections, and subgroup data with administrative teams and Director of Testing and Accountability	Complete 10/23/2023	Erica Fortenberry	06/12/2023
	<i>Notes:</i>				
	10/8/22	Participate in NC ILA sessions to improve school performance	Complete 10/23/2023	Shannon Register	06/12/2023
	<i>Notes:</i>				
	10/8/22	Provide support to school leads who participated in NC ILA to implement the strategies learned in the sessions	Complete 10/23/2023	Shannon Register	06/12/2023
	<i>Notes:</i>				

	10/8/22	Attend School Improvement Team meetings for district staff assigned to NC ILA	Complete 10/23/2023	Shannon Register	06/12/2023
	<i>Notes:</i>				
	10/8/22	Attend NC STAR training	Complete 10/23/2023	Shannon Register	06/12/2023
	<i>Notes:</i>				
	10/8/22	Provide LIS PD to administrators and/or staff	Complete 10/23/2023	Shannon Register	06/12/2023
	<i>Notes:</i>				
	B1.06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>A yearly learning goal will be set for each content area after the review of data and deliberation amongst the school leadership team. Yearly learning goals will be discussed with staff at the beginning of the year and reviewed throughout the year.</p> <p>Evidence:</p> <ul style="list-style-type: none"> -MTSS Team Meetings -Weekly Teacher MTSS Meetings -MTSS Agendas -Data Review after NC Check-ins/ Common Assessment -Data Notebooks -Progress Monitoring During MTSS 		Full Implementation 02/16/2022		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.06	School leaders and peer mentors regularly observe and measure instances of online, hybrid, or blended teaching to ensure instruction is implemented fully and with fidelity.(5304)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School leaders currently observe classrooms and make suggestions about ways to improve engagement.	Limited Development 03/02/2022		
<i>How it will look when fully met:</i>		<p>Teams would create a schedule where teachers sit in on other classes and leave feedback. It could be helpful for teachers in different subject areas to sit in and give suggestions based on what is/isn't working in their classroom</p> <p>Mentors receive schedules for visiting their mentees and are provided coverage to ensure they are able to do so.</p> <p>BTs are assigned classes to observe to get different perspectives of what successful hybrid teaching should look like</p> <p>Teachers are provided a framework to share the positive things they are seeing in other classrooms when they observe</p>		Ayesha McIntyre	12/20/2023
<i>Actions</i>			1 of 3 (33%)		
	3/2/22	Assign BTs to sit in on classes to get different perspectives on what successful hybrid teaching should look like	Complete 09/12/2023	Antonio Covington	09/12/2023
<i>Notes:</i>					
	3/2/22	Encourage teachers to share the positive things they are seeing in other classrooms		Antonio Covington	11/10/2023
<i>Notes:</i>					
	3/2/22	A schedule is created to ensure mentors are visiting their mentees and are provided coverage to ensure they are able to do so.		Antonio Covington	12/20/2023

Notes:

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.08	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers currently understand the general concept of blended learning but a low percentage of teachers implement blended learning with fidelity.	Limited Development 03/02/2022		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>Training offered via Canvas and/or District level. As teachers see fit to do the training they will take it, if they don't need it they could take a quiz or some shortened assessment to show they have continued learning on blended learning.</p> <p>Teachers share various platforms they are using school wide to assist in developing a list of digital platforms that teachers could use to assist with growing their tool box for blended learning.</p> <p>Students will complete projects where they discuss, agree and present as a result of collaborative work.</p>	Objective Met 09/26/22	Raymond Pearson	09/26/2022
Actions					
	3/2/22	Teachers will complete blended learning courses in Canvas with evidence of completion certificate.	Complete 09/26/2022	Brittany Blanks	09/26/2022
<i>Notes:</i> Blended learning Canvas course offered by the district is a requirement of all staff.					
	3/2/22	Teachers will create a blended learning environment using but not limited to the list below: IXL, Canvas, iReady, Flipgrid, Google Suite	Complete 09/26/2022	Brittany Blanks	09/26/2022

Notes: Teachers have incorporated and integrated various digital technology resources within their lessons.

Implementation:

09/26/2022

Evidence

9/26/2022 - Correspondence from the Director of Digital Teaching and Learning serves as evidence of full implementation. Teacher completion documented within district spreadsheet.

Experience

9/26/2022 - The district created a Blended Learning 101 Canvas course that was required for all teachers to complete. Teachers completed courses with evidence of certificate. Evidence of Blended Learning approaches learned within the course can be seen by district level and school level administrators.

Sustainability

9/26/2022 - Refresher courses and courses for new hires will be provided. Continued support within the building and by district level supports will be provided.

D2.09

All students receive adequate, up-to-date equitable access to technology. (6828)

Implementation Status

Assigned To

Target Date

Initial Assessment:	<p>All students have Chromebooks or access to a digital device to access content.</p> <p>District updates and improves servers and technology to ensure students have the best opportunities possible.</p>	Full Implementation 03/02/2022		
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Core Function:	Dimension E - Families and Community			
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Effective Practice:	Family Engagement			
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		E1.03	ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)	Implementation Status	Assigned To	Target Date
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Initial Assessment:			<p>Parents will be aware of the specific standards covered in various units of learning within all core content areas and electives throughout the year.</p> <p>Evidence: Archived team newsletters, parent surveys, PTC nights, Title 1 Night, Lesson Objectives/Standards Posted in Canvas.</p>	Limited Development 03/02/2022		
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How it will look when fully met:			<p>Parents will be aware of the specific standards covered in various units of learning within all core content areas and electives throughout the year.</p> <p>Evidence: Archived team newsletters, parent surveys, PTC nights, Title 1 Night, Lesson Objectives/Standards Posted in Canvas.</p>	Objective Met 10/23/23	Antonio Covington	12/20/2023
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Actions						
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	3/2/22	Hold open parent teacher conferences quarterly		Complete 03/24/2023	Antonio Covington	03/20/2023
		<i>Notes:</i> October, January, March				
	3/2/22	Information is routinely added to the school website.		Complete 06/05/2023	Devan Herron	06/03/2023
		<i>Notes:</i>				

	3/2/22	Routinely host Curriculum nights with Instructional Facilitators	Complete 06/08/2023	Antonio Covington	06/20/2023	
	<i>Notes:</i>					
	3/2/22	Provide parents Standard Based handouts at athletic events that are held indoors. (Volleyball, Basketball, Wrestling).	Complete 10/23/2023	Antonio Covington	10/23/2023	
	<i>Notes:</i>					
	3/2/22	Create and use a uniform school wide individual student data tracker	Complete 10/23/2023	Tonja McGill	11/20/2023	
	<i>Notes:</i>					
!	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

Initial Assessment:	East Hoke currently hosts a Title 1 event every month, as well as several other parent meetings throughout the year to communicate expectations.	Limited Development 03/02/2022		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:	<p>At full implementation families will be informed of students academic performance and how the home contributes to the overall success of students.</p> <p>Parents and guardians will be provided with a variety of resources that can be utilized at home to improve student’s academic performance and proficiency levels on the end of grade assessments.</p> <p>Parents and guardians will understand how to assist their students with study habits, comprehension skills and mathematical computations.</p> <p>Parents will be better informed on how to effectively utilize the technological resources students have been provided.</p> <p>Evidence:</p> <ul style="list-style-type: none"> -Parent rosters from parent night events -Parent handouts from PN events -Agenda from PN events -Presentations utilized during PN events -Parent feedback forms from PN events 		Tonja McGill	10/19/2023
Actions		1 of 2 (50%)		
3/2/22	School will host curriculum night events providing families with instructional strategies that can be utilized at home to improve student reading stamina and enhance test taking skills.	Complete 07/07/2023	Tonja McGill	06/10/2023

Notes: Core teams will be responsible for monitoring.

2/27/2023

The school sends out weekly messages of upcoming activities and events each Sunday evening; the school's marquee is updated with bi-monthly events; the district calendar is updated with monthly events; the school's website is updated with the monthly calendar of events. This indicator is ongoing and should be continued for the remainder of the school year.

School-wide Title I Math Night was held Feb. 22, 2023 from 6:00pm - 7:30pm. Parents and students engaged in various grade level mathematics activities aligned with the state standards.

9/23/23 East Hoke Middle School. subscribes to various educational parent handouts. (Mentoring Minds, ect..)

Chenita Clark

10/10/2023

Notes: We have handouts on Self Esteem, Depression, adjusting to Middle School.

Implementation:

09/23/2023

Evidence

9/23/2023

Experience

9/23/2023

Sustainability

9/23/2023