

Comprehensive Progress Report

Mission: The Edgecombe County Public School community will collaborate to graduate all students ready to achieve success in a rapidly changing world.

Vision: All ECPS scholars will graduate prepared to design their own futures, navigate change, and make the world a better place.

Goals:

- All 14 schools will exceed growth as measured by EVAAS growth standards.
- Schools that exceeded growth in 2017-2018 will increase their school letter grade by one (C to a B) or increase their composite score by 10 percentage points.
- Increase graduation rate from 77.35% (357 students in 2017-18) to 85% (392 students in 2018-19) out of an estimated 461 total students.
- Opportunity Culture schools will exceed growth and increase their composite score by 10 percentage points and/or increase by at least one letter grade (school performance grade).



! = Past Due Objectives KEY = Key Indicator						
Core Function:		Dimension A				
Effective Practice:		Instructional Excellence and Alignment				
	A01	The superintendent and other central office staff are accountable for district and school improvement and student learning outcomes.(5622)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Our district has recently undergone transition, we have a new Superintendent and Assistant Superintendent for Curriculum and Instruction. We have also been labeled as a low performing district as a result of our 2016-2017 test results. Twelve of our Fourteen principals have been in the role of school principal for less than three years.	Limited Development 12/01/2017			
<i>How it will look when fully met:</i>		A system wide protocol will be established that ensures maximum support to school leaders with documentation to		Valerie Bridges	06/08/2019	

	support progress on each action step.			
Actions		3 of 9 (33%)		
12/1/17	Each Central Office Director will conduct comprehensive school walkthroughs (walkthrough, feedback to administrators, follow up and cycle back through) in an organized and systematic manner to assure that their area of responsibility is being monitored and supported not only by the school administrative team but also by central office respective director.	Complete 05/08/2018	Stacy Stewart	05/31/2018
<i>Notes:</i> Robert Batts, Paula Flythe, Shawna Andrews, Charlene Pittman, Janet Morris, Matthew Mayo				
12/1/17	Each Central Office Director will analyze benchmark and common formative assessment data based on their respective areas of responsibilities. They will use a process approved by the Assistant Superintendent of Curriculum and Instruction and Superintendent.	Complete 02/28/2018	Stacy Stewart	05/31/2018
<i>Notes:</i> All CISS Directors				
12/1/17	Monthly data meetings will occur with Central Office Directors and Assistant Superintendent designed to support data analysis and monitor student progress by sub group, as well as, the response to the data by the school.		Stacy Stewart	05/31/2018
<i>Notes:</i> Directors				
12/1/17	The LEA will monitor teacher concerns and effectiveness, assuring that they are supported and continue to experience improvement. If teachers are not positively impacting students then supports should immediately be put in place (modeling lessons, assistance with lesson planning, and placement on an improvement plan).	Complete 04/15/2018	Marc Whichard	05/31/2018
<i>Notes:</i>				
11/2/18	CISS will create a data dashboard to facilitate monthly data meetings with Central Office Directors and the Assistant Superintendent. The dashboard and meetings are designed to		Abbey Futrell	05/31/2019

	support data analysis, monitor student progress by subgroup, and monitor response to the data by the school.			
<i>Notes:</i> All CISS Directors				
11/2/18	Each Central Office Director will conduct comprehensive school walkthroughs (walkthrough, feedback to administrators, follow up and cycle back through) in an organized and systematic manner to ensure that their area of responsibility is being monitored and supported, not only by the school administrative team, but also by the respective central office director.		Abbey Futrell	05/31/2019
<i>Notes:</i> Robert Batts, Paula Flythe, Shawna Andrews Charlene Pittman, Janet Morris, Matthew Mayo				
11/2/18	Each Central Office Director will analyze benchmark and common formative assessment data based on their respective areas of responsibilities. They will use a process approved by the Assistant Superintendent of Curriculum and Instruction and Superintendent to facilitate this process.		Abbey Futrell	05/31/2019
<i>Notes:</i> All CISS Directors				
11/2/18	The LEA will monitor school concerns and teacher effectiveness, ensuring that they are supported, and continue to experience improvement through the use of the District Catalyst Form. If conditions are not positively impacting students, supports from district instructional staff will immediately be put in place (coaching, modeling lessons, assistance with lesson planning, and placement on an improvement plan).		Dr. Marc Whichard	05/31/2019
<i>Notes:</i> CISS, Instructional Coaches, HR				
11/2/18	The LEA will develop a comprehensive approach to supporting students from Pre-K through age 25 as they determine their post-graduation goals and plans. During the 2018-2019 school year, plans will be developed and selected aspects of the plan will be piloted.		Erin Swanson	05/31/2019
<i>Notes:</i> CISS, Director of Innovation				
	A04	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(5642)	Implementation Status	Assigned To
				Target Date

Initial Assessment:	Pacing guides have been completed for all core subjects. Curriculum Councils currently meet periodically to share best practices, update curriculum guides, and complete data analysis. Administrative walkthroughs are an expectation, however the focus is inconsistent. Principal presence is limited during school PLCs.	Limited Development 10/22/2017		
How it will look when fully met:	Schools will have a district provided curriculum guide with aligned standards. Guides will be developed and informed by curriculum advisory teams that will meet monthly. The curriculum advisory team representatives will work with school staff to develop a thorough understanding of curriculum to be taught and resources provided. Curriculum Councils will meet on a consistent basis to share best practices, update curriculum guides, and complete data analysis. An expectation for administrators to be knowledgeable of pacing and resources. An instructional resource hub will be developed that will house instructional resources, pacing guides, and videos. The process will require a shift from site based decision making to a more centralized direction about what will be taught.		Robert Batts	05/31/2019
Actions		2 of 4 (50%)		
11/2/17	Create a district-wide instructional hub that contains curriculum guides (unpacking documents), pacing guides, and instructional resources.		Shawna Andrews	01/24/2019
<i>Notes:</i> Paula Flythe, Robert Batts, Shawna Andrews, Erin Swanson, Matthew Mayo, Abbey Futrell				
11/7/17	Establish an Advisory Council of curriculum leads to review pacing and curriculum guides, discuss best practices, analyze district data, lead curriculum councils and disseminate this information to schools.		Robert Batts	01/24/2019
<i>Notes:</i> Robert Batts, Paula Flythe, Shawna Andrews, Erin Swanson, Lorie Rollins, Tenika Mercer				
11/7/17	Strategically align the district calendar around assessment dates to maximize the use of early release days and required teacher workdays. This calendar design will afford schools the opportunity to have meaningful and timely data reviews to support the creation of school remediation and intervention	Complete 03/12/2018	Susan Hoke	03/30/2019

	plans.			
	<i>Notes:</i> Susan Hoke, Laurie Leary, Abbey Futrell, Janet Morris			
11/7/17	Create and utilize protocols for administrative team and district monitoring of the written, tested, and taught curriculum.	Complete 12/15/2017	Stacy Stewart	01/24/2018
	<i>Notes:</i>			

Core Function:		Dimension B			
Effective Practice:		Leadership Capacity			
	B07	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests.(5634)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our district's MTSS Implementation Timeline has focused on elementary schools while phase two will include middle schools. The district implementation teaming structure has expanded to include curriculum expertise from the elementary level and will include curriculum representation for middle and high schools to ensure the necessary skillsets are in place to move the work forward effectively to address both academic and behavioral/social-emotional needs of students. Subgroup targets continue to be a priority at both the school and district level as well as a consistent area of focus for on-going formative review throughout the school year to ensure that adequate growth and progress is being made.	Limited Development 11/02/2017		
How it will look when fully met:		There will be a comprehensive plan of support that details district improvement strategies linking them to school improvement strategies to address students' academic and behavioral /social emotional needs.		Abbey Futrell	06/01/2019
Actions			6 of 15 (40%)		
	11/2/17	Ensure schools conduct a Comprehensive Needs Assessment prior to establishing a School Improvement Plan.	Complete 05/17/2018	Shawna Andrews	04/01/2018
	<i>Notes:</i> Necessary to gain insight on district and school needs to ensure a holistic approach to improving schools is used to determine budgetary items, staffing, supplies/materials, and professional development.				

11/7/17	Review School Improvement Plans (SIPs) and provide ongoing feedback toward full implementation.	Complete 11/30/2017	Stacy Stewart	11/30/2017
<i>Notes:</i> Although this will be a team effort, Stewart must view and provide feedback on each SIP. SIPs are working and living documents.				
11/7/17	Assess the number of days principals are out of buildings due to meetings/trainings. Reduce the number of days principals are out of their buildings due to “sitting and getting” meetings and/or Professional Development.	Complete 11/30/2017	Stacy Stewart	11/30/2017
<i>Notes:</i> It is essential that directors are focused on supporting schools in a proactive manner. In order to do so, frequent visits of support are necessary. Additionally, principals should be in their buildings monitoring the “teaching for learning process” as well as coaching their teachers to excellence. Monitoring from district to schools...principal’s office to classroom...yields optimum support and high accountability with the likelihood of effective learning environments and increasing levels of student achievement. On-the-job learning is invaluable!				
11/7/17	Ensure alignment of funding in support of high yield instructional practices / supports / professional development that result in “exceeded growth” for each school.		Abbey Futrell	06/01/2019
<i>Notes:</i> Abbey Futrell, Shawna Andrews Expenditures must undergo an alignment check before approvals are given: Is this a necessary expenditure? Is there a direct correlation to this (pd, resource, initiative) that will directly impact increasing levels of performance for stakeholders in alignment with district/school goals?				
11/7/17	Monitor for highly effective classrooms and provide coaching to teachers and principals as needed.	Complete 05/08/2018	Stacy Stewart	05/01/2018
<i>Notes:</i> People Responsible:				

	<p>Dr. Stacy Stewart Curriculum Directors</p> <p>Conduct bi-monthly, walkthrough visits (Dec., Feb., Apr.) in schools and provide feedback to principals using a specific district-level instrument: Best practices observed, Major Concerns, PD Opportunities, SIP progress, Suggestions for Improvement</p> <p>Fidelity Checks and “walking the walk”</p>			
11/7/17	<p>Conduct quarterly data talks with grade span directors along with their respective principals.</p> <p><i>Notes:</i> Persons Responsible: Dr. Stacy Stewart Curriculum Directors</p> <p>Meetings will occur during DLT as well as at the school level with principals to discuss data results and course of action(s).</p>	Complete 04/01/2018	Stacy Stewart	04/01/2018
11/7/17	<p>Gather feedback, regularly, on the impact of Opportunity Culture (OC) initiative on teacher and principal productivity.</p> <p><i>Notes:</i> Erin Swanson, Robert Batts, Shawna Andrews, Paula Flythe</p> <p>Informal and formalized qualitative and quantitative data will provide evidence of the impact of OC on teacher retention as well as increasing levels of student performance</p>		Erin Swanson	06/01/2019
11/7/17	<p>Assess the impact of professional development across the district (i.e. scheduling, accessibility to staff, outcomes, evaluations, and next steps).</p> <p><i>Notes:</i> Professional development should lead to growth that results in increasing levels of improved performance for all stakeholders (i.e directors, principals, teachers, ICs, and MCLs). Expectations for learning, sharing and accessing the effectiveness of trainings/workshops are part of the continuous improvement process.</p>		Stacy Stewart	05/31/2018
11/7/17	<p>Develop a CISS Strategic Plan for operating and providing quality services to principals, teachers, and students.</p>	Complete 01/24/2018	Stacy Stewart	01/24/2018

	<p><i>Notes:</i> Persons Responsible: Dr. Stacy Stewart CISS Team</p> <p>Focus Areas: (Short and Long Range Goals) Communication Professional Development Use of Funds Support to Principals Support to Teachers Support to Students</p>			
11/2/18	Review School Improvement Plans (SIPs) and provide ongoing feedback toward full implementation.		Stacy Stewart	11/30/2018
	<i>Notes:</i> Shawna Andrews, Robert Batts, Paula Flythe, Abbey Futrell			
11/2/18	Conduct quarterly data talks with principals along with their respective grade span director.		Abbey Futrell	06/01/2019
	<i>Notes:</i> Dr. Bridges, Abbey Futrell, Shawna Andrews, Paula Flythe, Robert Batts, Janet Morris			
11/2/18	Monitor for highly effective classrooms and provide coaching to teachers and principals as needed.		Abbey Futrell	05/31/2019
	<i>Notes:</i> Abbey Futrell, CISS Team, Tenika Mercer, Lori Rollins			
11/2/18	Assess the impact of professional development across the district (i.e. scheduling, accessibility to staff, outcomes, evaluations, and next steps).		Abbey Futrell	05/31/2019
	<p><i>Notes:</i> Abbey Futrell, CISS Team</p> <p>Focus Areas: (Short and Long Range Goals) Communication Professional Development Use of Funds Support to Principals Support to Teachers Support to Students</p>			
11/2/18	Update the CISS Strategic Plan for operating and providing		Abbey Futrell	01/30/2019

	quality services to principals, teachers, and students and maintain existing protocols.			
<i>Notes:</i> Abbey Futrell, CISS Team				
11/2/18	Create an instructional framework to be used by the district that serves as a common language to ensure the facilitation of high quality learning experiences for students.		Abbey Futrell	10/30/2018
<i>Notes:</i> Abbey Futrell, CISS Team				

Core Function:		Dimension D			
Effective Practice:		Planning and Operational Effectiveness			
!	D05	The district intervenes early when a school is not making adequate progress.(5631)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district intervenes as more of a reactive measure instead of an early intervention. The district support team provides guidance around best practice routinely but greater emphasis is needed on early intervention.	No Development 11/02/2017		
<i>How it will look when fully met:</i>		All schools will exceed expected growth. We will no longer be identified as a low performing district. All decisions, including financial, human and instructional material resource decisions, will be made based on the needs of our neediest schools. There will be a strong emphasis on data analysis and the district team will step in to provide support in teaching and learning when benchmark data indicate that students are not growing appropriately. As district or school administrators identify urgent needs in a school, interventions and support will be put in place with a quick response time via use of the Catalyst Form.		Paula Flythe	05/31/2018
Actions			5 of 6 (83%)		
11/2/17	Schools will administer aligned benchmarks quarterly in grades 3-12 for End Of Grade/End Of Course subjects and NC Final exams. During the 17-18 school year, ECPS will contract with CASE21 for benchmark delivery and data. CASE21 is highly aligned to our tested and taught curriculum.		Complete 04/27/2018	Janet Morris	05/31/2018
<i>Notes:</i>					
11/7/17	Schools will analyze benchmark and common formative		Complete 05/04/2018	Stacy Stewart	05/31/2018

	assessment data using a district provided protocol to determine effectiveness of instruction and to build re-teaching plans and enrichment opportunities.			
	<i>Notes:</i> People responsible for this task: Dr. Stacy Stewart Janet Morris Curriculum Directors			
11/7/17	Quarterly data meetings with District Leadership and building level principals designed to support data analysis and monitor student progress by sub group, as well as, the response to the data by the school.	Complete 05/28/2018	Valerie Bridges	05/31/2019
	<i>Notes:</i> Dr. Valerie Bridges, Abbey Futrell, Janet Morris, Shawna Andrews, Robert Batts, Paula Flythe			
11/7/17	Monitor vacancies, both long and short term, in each school in the district. The district staff will provide guidance to principals regarding how to use their existing staff to provide high quality instruction to all students.	Complete 05/11/2018	Marc Whichard	05/31/2019
	<i>Notes:</i> Dr. Marc Whichard, Abbey Futrell, Paula Flythe, Robert Batts, Shawna Andrews, Janet Morris			
11/7/17	Monitor teachers who are not adequately performing and are negatively impacting students. Teachers of concern will be provided specific interventions via action plans to improve their impact on students.	Complete 04/01/2018	Valerie Bridges	04/01/2019
	<i>Notes:</i> Dr. Valerie Bridges, Dr. Marc Whichard, Abbey Futrell, Robert Batts, Shawna Andrews, Paula Flythe			
11/2/18	Schools will administer aligned benchmarks quarterly in grades 3-12 for End Of Grade/End Of Course subjects and NC Final exams. During the 2018-19 school year, ECPS will contract with CASE21 and MasteryConnect platform to track student progress. Training on the MasteryConnect modules will occur at all fourteen (14) schools. CASE21 is highly aligned to our tested and taught curriculum.		Janet Morris	05/31/2019

<i>Notes: Janet Morris, District MC Support Staff, Abbey Futrell</i>				