

## Comprehensive Progress Report

**Mission:**

To create college and career ready citizens who will lead and succeed in a global technology-rich environment.

**Vision:**

Preparing ALL students for bright and prosperous futures by Deliberately & Intentionally providing Rigorous & Relevant instruction in every classroom, every day.

**Goals:**

West Edgecombe Middle School students will achieve a 14% increase in End-of-Grade (EOG) Reading Performance Indicators at a score of at least 50% by the end of the 2017-2018 school year.

West Edgecombe Middle School students will achieve a 17% increase in End-of-Grade (EOG) Math Performance Indicators at a score of at least 50% by the end of the 2017-2018 school year.

West Edgecombe Middle School students will achieve a 10% increase in End-of-Grade (EOG) Science Performance Indicators at a score of at least 88% by the end of the 2017-2018 school year.

West Edgecombe Middle School students will achieve a 50% decrease in disciplinary infractions at a number of no more than 89 processed referrals by the end of the 2017-2018 school year.



! = Past Due Objectives    KEY = Key Indicator						
<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>				
	<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Currently, teachers use PBIS as a framework for their classroom discipline. Teachers are expected to hold high expectations for each of their students. Each teacher is required to use strategies from Teach Like a Champion to maintain classroom engagement and minimize disciplinary incidents.	Limited Development 10/27/2017		
<b>How it will look when fully met:</b>	Administration will implement the use of a PBIS tracking document to monitor low-level classroom behaviors for frequency. Teachers will utilize Class Dojo to document student behavior in real-time and to communicate with parents. Students will be able to earn West Bucks that can be spent at various PBIS incentives throughout the school year. Teachers who struggle with classroom management will be supported through coaching, modeling and professional development.		Megan Sykes	06/14/2019
<b>Actions</b>		<b>0 of 3 (0%)</b>		
10/31/17	The PBIS behavior document tracks lower level student offenses to prevent all offenses from being processed as a referral. This allows teachers to implement interventions before a student is written up. The Google form is a questionnaire for the teachers to fill out about the nature of the offense and what intervention they used to aid in prevention of this behavior occurring again. Administration and/or PBIS Coach will monitor PBIS tracking document daily. Once a student has been entered into the tracker form two times, an administrator will visit the student as an intervention to see why these behaviors are occurring.		Megan Sykes	06/15/2019
<i>Notes:</i>				
10/31/17	PBIS Team meets monthly to discuss office discipline referrals (ODR) and break down the data to determine where the problem areas are and where the most referrals are coming from. The team brainstorms interventions and things they can put into place to reduce the amount of office discipline referrals to aid in the increase of student time spent in an educational setting. The team also meets to discuss monthly PBIS trips for students who did not receive any referrals for that month and has not had three or more tardies/absences.		Megan Sykes	06/15/2019

<i>Notes:</i>				
11/7/17	Administration and Instructional Coaches will support struggling teachers by utilizing model teaching, professional development and ongoing coaching. Administration will meet monthly with Beginning Teacher to address any concerns.		Claude Archer	06/15/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Instructional teams use district pacing guides and common core curriculum to create instructional plans. Teachers currently utilize weekly PLCs and common planning to create lesson plans. We will also use Case21 and Mastery Connect Assessments to create rigorous lessons aligned with the standards.	No Development 10/27/2017		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Instructional teams will organize the curriculum into units of study. Unit plans will be aligned to standards. Teachers will use the UBD model or backwards planning framework to guide lesson/unit. Instructional Coach will establish PLC norms. Vertically aligned PLCs will be implemented to give teachers an opportunity to collaborate with colleagues. Teachers will be expected to attend and participate in ECPS Curriculum Council meetings.	<b>Objective Met 10/18/18</b>	<b>Tomekia Brown</b>	<b>06/15/2019</b>
<b>Actions</b>					
10/31/17	Administration will monitor PLCs and the alignment of lessons through observations and walk-throughs.		Complete 05/17/2018	Claude Archer	06/15/2018
<i>Notes:</i>					
10/31/17	Teachers will attend PLCs twice a month to discuss curriculum/standards and data (benchmarks, CFAs, classroom		Complete 05/17/2018	Jumela Bullock	06/15/2019

	assessments).			
<i>Notes:</i>				
<b>Implementation:</b>		10/18/2018		
<b>Evidence</b>	5/22/2018 5/22/2018- PLC Minutes			
<b>Experience</b>	5/22/2018 5/22/2018- teachers met twice a month for PLCs, Administrative team monitored and participated in PLC discussions			
<b>Sustainability</b>	5/22/2018 5/22/2018- Empower teachers to take more ownership of PLCs			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	Three times a week, teachers utilize a remediation block to target all subgroups in state tested content areas. Additionally, teachers utilize data to inform their instruction to ensure each student is met at the level where they are at. Through the PST/MTSS process, teachers identify research/evidence based interventions to use with students.		Limited Development 10/27/2017		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	As a result of the TSI Report Administrators will consistently modify or adapt lesson plans and instruction to meet the needs of each learner in their classroom. Administrators, Instructional Coach, Counselor and Exceptional Children Teachers will provide teachers with wrap-around support to improve the implementation of differentiated learning. Teachers will review data in PLCs and make adjustments or changes to their instructional plans. Currently, teachers utilize "Wildcat Time" 3x a week to provide targeted instruction and interventions. Students will be grouped by lexile and/or quantile. Every 3 weeks			<b>Tomekia Brown</b>	<b>06/14/2019</b>

	students will be evaluated. Students will be regrouped if they are not growing academically. Students who are at a level 4 or 5 will have the opportunity to participate in enrichment activities (STEM) and/or peer teach.			
<b>Actions</b>		<b>0 of 3 (0%)</b>		
10/31/17	Train Teachers on IEP, 504, LEP and various reporting/tracking documents. Teachers are also receiving Professional Development using the Multi-Tiered Support System. MTSS		Megan Sykes	06/15/2019
<i>Notes:</i>				
10/31/17	Hold PST/MTSS meetings with teachers to guide them through implementing research based interventions.		Yolanda Ray-Henderson	06/15/2019
<i>Notes:</i>				
10/31/17	Students will be assessed every 3 weeks. Data will be compiled and utilized to make appropriate groupings for remediation. Students with Disabilities will receive small group instruction via push-in or pull-out by Instructional Coaches or EC Teacher - Wildcat Time.		Jumela Bullock	06/15/2019
<i>Notes:</i>				
<b>Implementation:</b>		11/08/2018		
<b>Evidence</b>	5/22/2018 5/22/2018- Remediation Calendar and/or groupings. PST meeting information.			
<b>Experience</b>	5/22/2018 5/22/2018- Monthly PST Meetings Successful. Remediation was tailored to student needs and consistent throughout the school year. Teachers rec'd training on IEP/504/Accom. from EC Teacher			
<b>Sustainability</b>	5/22/2018 5/22/2018- Continued focus on remedial groupings. Enhance teacher tool box regarding Tier 1 intervention strategies			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>	Hiring/teacher retention practices have focused on ensuring that teachers have the right mindset and emotional tools for teaching	Limited Development 10/27/2017		<b>Target Date</b>

		middle school students. Our guidance counselor supports all classroom teachers and checks in with students on a case by case basis. Teachers are using PBIS to positively impact student behavior and increase on-task instructional time. PST meetings are held monthly to identify students with academic and/or emotional needs. Guidance Counselor follows up with teachers to make sure students are receiving the agreed services.			
<b>How it will look when fully met:</b>		Our guidance counselor will continue to receive training on ACES, trauma and resiliency. Counselor will provide PD on bullying, trauma, and sexting at staff meetings or PLCs. Teachers will continue to utilize PBIS to positively direct their classrooms and build relationships with students. To ensure every child's interests are met, administration will create a club schedule where students can find an activity to participate in of their choice. Referrals and PBIS data will be monitored to determine where administration can best support staff and students.		<b>Yolanda Ray-Henderson</b>	<b>06/14/2019</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	10/31/17	Counselor will meet with students in small groups as part of the SPARCs program.		Yolanda Ray-Henderson	03/30/2019
	<i>Notes:</i>				
	10/31/17	Monitor PBIS tracker and referral rates to determine where staff and students need support.		Megan Sykes	06/15/2019
	<i>Notes:</i>				
	10/31/17	Administration will create a club day schedule to meet the various needs and interests of our students.		Claude Archer	06/15/2019
	<i>Notes:</i>				
	11/7/17	Counselor will provide staff with professional development on teaching students who have had adverse childhood experiences. (Part of PST teacher coaching process)		Yolanda Ray-Henderson	06/30/2019
	<i>Notes:</i>				
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	West Edgcombe Administration speaks during awards ceremonies at the elementary school. The elementary school also brings their 5th graders over to tour WEMS. Before the start of the school year, rising 6th grade students have the opportunity to visit WEMA during open house. Rising 9th grade students are taken to our feeder HS to learn about programming the HS transition. HS guidance counselors come to WEMS to register students.	No Development 10/27/2017		
<b>How it will look when fully met:</b>	ECPS Family Resource center will provide support to parents who are raising a middle school child. Additionally, we want to increase the number of parents who visit the school to complete a community walk-through. We believe that a transparent, open-door policy is an effective approach to building relationships with parents and the community. During the spring, we are planning on holding an informational meeting for rising 6th graders and a meeting for exiting 8th graders to better prepare them/their parents for the road ahead.		<b>Yolanda Ray-Henderson</b>	<b>06/15/2019</b>
<b>Actions</b>		<b>1 of 4 (25%)</b>		
11/7/17	EC teachers will monitor the performance of children in their classroom in order to transition/advance students to each grade level.	Complete 03/18/2018	Brooke Sykes	03/30/2019
<i>Notes:</i>				
10/31/17	Increase parent/community walk-through numbers.		Claude Archer	06/15/2019
<i>Notes:</i>				
10/31/17	Reach out to ECPS family resource center to provide programming and support to parents. Information from the resource center will be shared out all pro dad/all pro mom events.		David Gosselin	06/15/2019
<i>Notes:</i>				
10/31/17	Provide information sessions for parents and students of a) rising 6th grade students b) exiting 8th grade students. Information about instruction and social/emotional changes will be included.		Jalene Bullock	06/15/2019
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		The school district has an active and engaged team to support each school in the district. The team is comprised of the Superintendent, Assistant Superintendents, and Directors. The team will meet monthly to share the current state of the district improvement plan and level of support being provided to schools.	No Development 10/27/2017			
		Priority Score: 3      Opportunity Score: 3      Index Score: 9				
<i>How it will look when fully met:</i>		CISS member will partner with WEMS to provide feedback to improve student learning outcomes.		Shawna Andrews	06/15/2019	
<i>Actions</i>			<b>0 of 1 (0%)</b>			
	10/31/17	The District Improvement Team will meet monthly to provide support.		Shawna Andrews	06/15/2019	
<i>Notes:</i>						
<i>Implementation:</i>			11/08/2017			
<i>Evidence</i>		11/8/2017				
<i>Experience</i>		11/8/2017				
<i>Sustainability</i>		11/8/2017				
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	
<i>Initial Assessment:</i>		School Improvement Team meets twice monthly. While meetings are open to all staff members, regular membership includes	No Development 10/27/2017			

	administration, teachers, support staff and parent.			
<b>How it will look when fully met:</b>	SIT team meetings will be focused on our school improvement plan in NC STAR. Agenda will be drafted by our SIT Chair with input from administration. Minutes will be kept and uploaded into NC STAR. We will use a student-learner focused lens when making decisions for the school. We will have open dialogue about effective and non-effective strategies. Data will be reviewed often to track the performance of all students.		<b>Claude Archer</b>	<b>06/15/2019</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/31/17	Create SIT Agendas that are focused on implementing SIP. We will hold discussions regarding data, student performance and effective teaching practices.		Jalene Bullock	06/15/2019
<i>Notes:</i>				
10/31/17	Upload Minutes into NC STAR		Jumela Bullock	06/15/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Teachers currently receive duty-free lunch and common planning time. PLCs are held twice a month during planning. Duties are assigned at the beginning or end of day to aid with student dismissal and entry. Some teachers have signed up to serve on one of our committees: SIP, PBIS, PTO, Attendance, Hospitality, PST, BT. A hiring committee has been established to bring effective staff members to assist with creating a culture of high expectations.	Limited Development 10/27/2017		
<b>How it will look when fully met:</b>		Continue to revise schedules during testing, early release and field trips to ensure adequate planning and instructional time.		<b>Tomikia Brown</b>	<b>05/30/2019</b>

	Each teacher will sign up and serve on at least one committee at WEMS. A list of committees and their respective members will be maintained.			
<b>Actions</b>		<b>0 of 3 (0%)</b>		
2/11/18	Create Duty schedule for teachers		Tomekia Brown	02/16/2019
	<i>Notes:</i>			
11/7/17	Make sure teachers are aware of the different school-based committees and have selected one to serve on.		Rebecca Stokes	03/30/2019
	<i>Notes:</i> SIP Community Service Attendance PST Hospitality			
10/31/17	Revise schedules for testing and other changes that may occur during the school day.		Tomekia Brown	06/15/2019
	<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Principal and other administrators will provide weekly walk-through feedback. Additionally, observations and coaching/feedback conferences will be held in accordance to the NCEES schedule. We are currently working to improve our feedback and coaching efficiency.	Limited Development 10/27/2017		
<b>How it will look when fully met:</b>		Administrators will complete weekly walk-throughs and provide individualized feedback through the walk-through tool. Instructional coach (hired 10/2017) will also give teachers feedback on instructional strategies and student engagement		<b>Claude Archer</b>	<b>06/15/2019</b>

	techniques. Teachers are also required to complete peer-observations and provide feedback to each other.			
<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/31/17	Each teacher is required to complete at-least 3 peer observation a month.		Tomekia Brown	06/15/2019
<i>Notes:</i>				
10/31/17	Administrators will monitor curriculum and instruction and provide timely feedback by completing walkthroughs, formal/informal observations, attending PLC meetings, analyzing assessment data, including subgroup data and provide feedback from parent/community/peer walkthroughs.		Claude Archer	06/15/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Student performance data and classroom observation data is analyzed to determine student and teacher needs. Teachers provide feedback to administration as to what their instructional needs are so we can more adequately support them. Teachers also attend professional development provided by the school and district. Encase 21 and Mastery Connect data will be used to increase student growth and school improvement. Sub group data will be used to create a plan to increase EOG scores of African American students.	Limited Development 10/27/2017		
<b>How it will look when fully met:</b>		Continue to utilize PLCs as a time to look critically at data. Observe teachers using data to influence their instruction by conducting regular walk-throughs of classrooms. Instructional coach and Librarv media coordinator (former classroom teacher)		<b>Claude Archer</b>	<b>06/15/2019</b>

	will push into classrooms to provide coaching or collaborative teaching opportunities. The instructional coach will aid teachers in understanding and disaggregating their data.			
<b>Actions</b>		<b>0 of 3 (0%)</b>		
10/31/17	Create a schedule and solicit teacher input into creating co-teaching opportunities.		Rebecca Stokes	06/15/2019
<i>Notes:</i>				
10/31/17	Create a PLC culture and process for looking at data during PLC meetings. Utilize: "What...So What...Now what..." action framework. Any standard below 80% mastery will need to be retaught.		Jumela Bullock	06/15/2019
<i>Notes:</i>				
10/31/17	Utilize weekly walk-throughs to provide feedback on data-driven instruction.		Claude Archer	06/16/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Administration places a strong emphasis in hiring the best teachers for our students, not just any teacher. District resources are in place to help facilitate the hiring of staff members. We celebrate the accomplishments and commitment of our teachers to WEMS. We also have an Academic Wall of Fame for teachers who exceed growth as measured by EOG scores. Each Friday staff receives incentives for their hard work and dedication. Quarterly school outings are in place to build morale among staff members.	Limited Development 10/27/2017		
<b>How it will look when fully met:</b>		The school will recognize star teacher and staff members at monthly staff meetings. We will continue to partner with our		<b>Claude Archer</b>	<b>06/15/2019</b>

	central office staff to facilitate recruiting and hiring excellent educators. Staff members with "blue" data will receive blue bird award. We will use teacher surveys, peer observations and principal survey to monitor teacher satisfaction. The administration has created an "open door" culture where teachers can provide feedback.			
<b>Actions</b>		<b>1 of 3 (33%)</b>		
11/7/17	Teachers with Blue Data will receive the Blue Bird Award		Claude Archer	03/30/2019
<i>Notes:</i>				
11/7/17	Surveys will be used with teachers to determine their level of satisfaction.		Tomekia Brown	04/30/2019
<i>Notes:</i> Teacher Survey TWC				
10/31/17	Administration will recognize staff members at monthly staff meetings: STAR Staff, STAR Teacher and other important milestones.	Complete 05/23/2018	Claude Archer	06/15/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Parents receive information about WEMS from a variety of resources. Teachers communicate directly with parents about their child's academic performance at school. A parent community walk-through allows parents and community stakeholders the opportunity to visit any classroom for up to ten minutes and provide observational feedback. Each Friday, staff members go out in the community to build relationships and have conversations with parents.	Limited Development 10/27/2017		
<b>How it will look when fully met:</b>		Administration will use a variety of methods to communicate with parents: Phone. Facebook. School website. Teachers will		<b>Claude Archer</b>	<b>06/15/2019</b>

	improve communication by utilizing class dojo, phone calls and progress reports. We will hold a variety of parent/student nights including: All Pro Mom/Dads, Academic Award Programs, Curriculum Night, Science Fair. Students will participate in a college fair and job fair during the winter and spring, respectively.			
<b>Actions</b>		<b>0 of 4 (0%)</b>		
10/31/17	Update Weekly: School Website, Facebook Page		Rebecca Stokes	06/15/2019
<i>Notes:</i>				
10/31/17	Teachers contact parents via class dojo, phone calls or written communication.		Yameka Bullock	06/15/2019
<i>Notes:</i>				
11/7/17	Hold All Pro Dads/Moms breakfast, academic awards nights and curriculum night to engage and build relationships with parents, students, and teachers		Claude Archer	06/15/2019
<i>Notes:</i>				
11/8/18	Each Friday, staff members along with Administrators will participate in Community Outreach to provide weekend snacks to students in the community. This provides an opportunity for teachers to conduct parent conferences.		Claude Archer	06/15/2019
<i>Notes:</i>				