Comprehensive Progress Report

Mission: NECP will teach and inspire through a challenging curriculum that integrates technology, experiential learning, and critical thinking skills; promotes diversity; emphasizes involvement of students, parents, and highly-trained staff; and creates student leaders, all in preparation for postsecondary success.

Vision: NECP will become the highest performing school in Edgecombe County and will earn an A on the North Carolina Report Card.

Goals:

NECP will improve student achievement by 15 percentage points on EOG/EOC tests, exceed growth, and earn a School Performance Grade of at least 70 points (Letter Grade B) on the North Carolina School Report Cards in 2018-2019. Grades 3-8 Reading will increase from 51% to 66%, Grades 3-8 Math will increase from 42% to 57%, Grades 5 and 8 Science will increase from 62% to 77%, English 2 will increase from 33% to 48%, Biology will increase from 26% to 41%, and Math 9-12 will increase from 31% to 46%.

! = Past Due Objectives	KEY = Key Indicator				

Core Function:	**Dimension A - Instructional Excellence and Alignment**				
Effective Practice:	**High expectations for all staff and students**				
! KEY A1.07	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**		**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Teachers have been trained in best practices for effective classroom management, but administrators/instructional staff have not developed a schoolwide discipline plan.		Limited Development 08/29/2017		
	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	Classroom teachers struggling with effective classroom management identified will have developed and posted a classroom management plan comprised of classroom rules and procedures, consequences, and incentives.			**William Etheridge**	**09/08/2018**
Actions			**1 of 2 (50%)**		
	10/27/17 Implement CHOICES for Grades K-7 (an in-school suspension program)		Complete 08/08/2018	William Etheridge	08/08/2018
	Notes:				

8/31/17	Principals will identify classroom teachers struggling with effective classroom management and require them to develop and post a classroom management plan comprised of classroom rules and procedures, consequences, and incentives.			William Etheridge	09/08/2018

Notes:			
Implementation:		10/27/2017	
Evidence	10/27/2017		
Experience	10/27/2017		
Sustainability	10/27/2017		

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Curriculum and instructional alignment**			
! KEY A2.04	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	PLCs do this for core subjects only.	Limited Development 01/04/2017		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Administrators and classroom teachers will review and revise pacing guides. Particular attention will be paid to areas of the curriculum that are tested heavily by the NC EOGs/EOCs. Non-tested subjects will focus on areas that have the capacity to impact student achievement in multiple disciplines.		**Phillip Lampron**	**08/31/2018**
Actions		**0 of 1 (0%)**		
1/19/17	Pacing guides will be reviewed by reading, math, science, and social studies teachers to address areas of concerns based on benchmark results.		Phillip Lampron	08/31/2018

Notes:				
Implementation:		10/27/2017		
Evidence	10/27/2017			
Experience	10/27/2017			
Sustainability	10/27/2017			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
! 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:	Most instruction is not differentiated at this school.	Limited Development 01/04/2017		
How it will look when fully met:	Teachers will assess students to determine instructional needs. Areas of needs will fall into one of the three Tiers. Tier I instruction includes instruction and support for all students. Data collection tools used for K-2 (Dibels, Go Math, Study Island). 3rd grade, RTA, benchmarks, and informal assessments. 4-12 grades- Benchmarks, and informal assessments. Tier I interventions consist, but not limited to, teachers checking for understanding, checking homework daily, utilizing mnemonic strategies, writing keywords on board, use of technology. Tier II--Teachers provide extra instruction and support (target areas could be academic, social, emotional or behavioral). Tier II interventions consist of, but not limited to small group instruction, guided notes, Think-Pair-Share, 4 Corners-Kagan strategies, peer tutoring, breaking down assignments into smaller chunks, assisted reading or math (tutors), error correction or word and or math drill techniques. Tier III-- Students need more intense instructional support, this Tier is where our EC students fall. Interventions consist of support from Exceptional Children(EC) teacher in the regular classroom, Resource support from the EC teacher (pullout instruction) in the EC classroom, instruction provided on student's grade level, not on grade level. Progress monitoring which is data collection is still mandatory in the Resource setting.		**Bernadine Lewis**	**09/29/2018**
Actions		**0 of 2 (0%)**		
1/19/17	Using data collection tools, teachers will identify their Tier I, Tier II, and Tier III students.		Bernadine Lewis	09/29/2018
Notes:				
1/19/17	Teachers will develop and implement differentiated instructional plans to address the different instructional needs of students.		Bernadine Lewis	05/31/2019
Notes:				

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently have two counselors on staff: one for K-7 and one for 8-12. Both counselors are required to provide leadership and collaborate with other instructional personnel in the school-wide integration of the North Carolina Guidance Essential Standards. They are also required to develop, manage, and deliver a comprehensive school counseling program which includes providing individual and group counseling to students with identified concerns and needs; consulting and collaborating effectively with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs; and implementing an effective referral and follow-up process as needed.	Limited Development 01/04/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		School counselors will develop and implement a comprehensive school counseling program consisting of the following components: (1) guidance curriculum, (2) individual student planning, (3) preventive and responsive services, and (4) system support. Artifacts that may be used to provide evidence that this objective is fully met include school counseling program calendars, teacher lesson plans, PLC documentation, EOG/EOC test results, stakeholder surveys, and meeting minutes.		**Bernadine Lewis**	**05/31/2019**
Actions			**0 of 1 (0%)**		
	9/13/17	Require counselors to maintain a daily counselor log to document how they are utilizing their time every day. All activities recorded on the form should be categorized as follows: direct student services, indirect student services, program management and school support, and non-school counseling tasks.		William Etheridge	09/29/2018
	Notes:				
Implementation:			09/13/2017		
Evidence		9/13/2017			
Experience		9/13/2017			
Sustainability		9/13/2017			

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		An EC student's IEP addresses the secondary transition component beginning at age 14. Students are invited to participate in IEP meetings to get a full understanding of what is in their IEP's and their responsibilities to meet the IEP goals. At age 16 post-secondary goals are addressed, which specifies transition areas such as instruction, related services, community experience, employment, adult living, daily living if applicable to the students, and functional vocational which target our low incidence students (OCS students). NECP utilizes Common Core State Standards and NC Essential Standards to provide effective transitions for students from grade-to-grade and level-to-level. We also shift from a highly structured elementary school environment to a less structured environment in which students independently manage their time wisely, get to and from classes on their own or with minimum adult supervision, and use a locker.	Limited Development 09/13/2017		
How it will look when fully met:		NECP will develop, implement, and monitor explicit and ongoing plans to support student transition across grades and levels of schooling (i.e., preschool to kindergarten, fifth grade to sixth grade, eighth grade to ninth grade, and twelfth grade to college/career). Examples of transition activities include tours of the school; parent informational meetings to discuss parents' concerns; orientations for incoming students to get information, practice routines, and meet teachers and peers. Evidences required to demonstrate that this objective is fully met include meeting agendas and copies of transition plans.		**William Etheridge**	**05/31/2019**
Actions			0 of 5 (0%)		
	9/13/17	Develop plans to support student transition across grades and levels of schooling (i.e., preschool to kindergarten, fifth grade to sixth grade, eighth grade to ninth grade, and twelfth grade to college/career)		William Etheridge	09/29/2018
	Notes:				
	10/16/17	Conduct alumni/current student college panel to share their experiences about transitioning from high school to college, what they were glad they knew, and what they wish they would have done differently.		William Etheridge	01/05/2019
	Notes:				
	10/12/17	Students in first grade will visit the 2nd grade classes for approximately an hour in April (before EOY begins) to see what it is like in the 2-7 building. Students in 7th grade will visit the 8th grade and meet with HS principal/counselor.		William Etheridge	04/30/2019

	Notes:				
	10/12/17	The school counselor will conduct an information session for parents of 5th, 6th, and 7th grade students on the registration process and course offerings for the following year. Parents will have the opportunity to ask questions. Registration will be completed for those attending the session.		William Etheridge	05/31/2019
	Notes:				
	10/12/17	Select students from the 6th grade to talk to 5th graders about the differences in elementary and middle school. Select students from 8th grade to speak to students in 7th grade about what it is like to be in the high school building and what they can expect the following year. Select 2nd graders to talk to 1st graders about what it is like in the 2-7 building.		William Etheridge	05/31/2019
	Notes:				

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**
Initial Assessment:	An LEA support and improvement team has been formed and meets regularly.	No Development 01/04/2017		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	An LEA Support & Improvement Team will be formed and will include the following representatives: executive director, K-7 principal, and 8-12 principal. The executive director will conduct periodic walk-throughs with the K-7 principal and the 8-12 principal. Walk-through results will be utilized to provide teachers with constructive feedback to improve student achievement and to determine the professional developments needs of the instructional staff.		**William Etheridge**	**08/11/2018**
Actions		**0 of 2 (0%)**		
1/10/17	Develop walk-through schedule and share with instructional staff		William Etheridge	08/31/2018
Notes:				
1/10/17	Develop walk-through instrument and share with instructional staff		William Etheridge	08/31/2018

				Notes:				
Implementation:					09/25/2017			
	Evidence		9/25/2017					
	Experience		9/25/2017					
	Sustainability		9/25/2017					
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**
Initial Assessment:			School Improvement Teams have been selected and meet monthly to review implementation of school improvement strategies.		No Development 01/04/2017			
		Priority Score: 3		Opportunity Score: 3	Index Score: 9			
How it will look when fully met:			A K-7 School Improvement Team and an 8-12 School Improvement Team will be formed and will include the following representatives: principal, grade-level/department chairs, and other professional staff as needed. The School Improvement Teams will meet once a month (the third Wednesday of each month).				**William Etheridge**	**05/31/2019**
Actions					**0 of 4 (0%)**			
		1/10/17	Select members for school improvement teams				William Etheridge	08/31/2018
		Notes:						
		1/10/17	Designate time and place for meetings				William Etheridge	08/31/2018
		Notes:						
		1/10/17	Develop ground rules for conducting SIT meetings				William Etheridge	08/31/2018
		Notes:						

	1/11/17	Develop an agenda for each SIT meeting		William Etheridge	05/31/2019
	Notes:				
Implementation:			09/20/2017		
Evidence	9/20/2017				
Experience	9/20/2017				
Sustainability	9/20/2017				

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teams at some grade levels/content areas, not all, are meeting but specific duties have not been assigned.	Limited Development 01/04/2017		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	PLC meetings will be conducted bi-monthly during common planning time to analyze data, share instructional concerns, and discuss ways to improve our overall performance.		William Etheridge	05/26/2019
Actions		0 of 4 (0%)		
	1/11/17	Develop folders for each grade level (K-7)/department (8-12) in Google Drive		William Etheridge	08/31/2018
	Notes:				
	1/11/17	Select a grade level/department representative to record notes and place them in the designated folder		William Etheridge	08/31/2018
	Notes:				
	1/11/17	Develop an agenda for each grade level meeting		William Etheridge	08/31/2018
	Notes:				
	1/11/17	Place dates/times for grade level/PLC meetings on a Google Calendar (to be shared with all staff)		William Etheridge	08/31/2018
	Notes:				
Implementation:			10/27/2017		

Evidence	10/27/2017				
Experience	10/27/2017				
Sustainability	10/27/2017				

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Monitoring instruction in school**			
KEY B3.03	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	Implementation Status	Assigned To	Target Date
Initial Assessment:	Principals have not been conducting walk-throughs nor providing constructive feedback on a regular basis	No Development 01/04/2017		
How it will look when fully met:	Both the K-7 and the 8-12 principal will make daily instructional rounds as well as periodic walk-throughs with the LEA Support and Improvement Team. The K-7 and the 8-12 principal will monitor lesson plans each week to insure that teachers are following the curriculum. Teacher evaluations will be conducted in a timely manner, and the evaluators will provide appropriate feedback.		**William Etheridge**	**05/31/2019**
Actions		0 of 4 (0%)		
1/11/17	Principals review lesson plans and discuss instructional concerns		William Etheridge	08/18/2018
Notes:				
1/11/17	Both principals schedule time (using Google Calendar) for daily instructional rounds		William Etheridge	02/01/2019
Notes:				
1/11/17	Schedule walk-throughs with the LEA Support and Improvement Team (using Google Calendar)		William Etheridge	02/01/2019
Notes:				
1/11/17	Schedule and conduct observations for all staff according to the observation schedule		William Etheridge	02/01/2019
Notes:				

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Quality of professional development**			
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:	The school will administer benchmarks at the end of each grading period and utilize the data to make decisions about school improvement and professional development needs.	No Development 01/04/2017		
How it will look when fully met:	Administrators and classroom teachers will review benchmark scores for students each grading period, and classroom assessment data bi-weekly during PLCs. Changes to classroom instruction will be adjusted based on student performance.		**Phillip Lampron**	**03/30/2019**
Actions		**0 of 1 (0%)**		
1/19/17	Review benchmark data to identify gaps in students' learning		Phillip Lampron	03/30/2019
Notes:				

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Talent recruitment and retention**			
KEY C3.04	**The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The school advertises vacancies on the school website and teachers-teachers.com. The school needs to develop a beginning teacher support system to mentor the numerous inexperienced/uncertified teachers on staff.	No Development 01/04/2017		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	Each teacher will be evaluated according to the guidelines of the NC Teacher Evaluation System and will be documented in NCEES. Title II funds will be used to implement strategies for recruiting, rewarding, and supporting staff.		**William Etheridge**	**05/31/2019**
Actions		**0 of 4 (0%)**		
9/21/17	Complete Title 2 plan including strategies to recruit, reward, and support staff		William Etheridge	08/18/2018
Notes:				
9/21/17	Assign mentors to support BTs		William Etheridge	08/31/2018

	Notes:				
	9/21/17	Develop observation schedule and share with staff		William Etheridge	08/31/2018
	Notes:				
	9/21/17	Assign administrators/mentors to conduct each observation scheduled		William Etheridge	08/31/2018
	Notes:				
Implementation:			10/31/2017		
Evidence	10/31/2017				
Experience	10/31/2017				
Sustainability	10/31/2017				

Core Function:	Dimension E - Families and Community			
Effective Practice:	Family Engagement			
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:	The school uses social media, automated phone call system, and email to communicate with parents about school events but not the importance of the curriculum of the home.	Limited Development 01/04/2017		
How it will look when fully met:	The school will continue using phone calls, social media, emails, and texts to communicate regularly with parents. Principals will be required to conduct at least one parent involvement activity per month. Teachers will be encouraged to send families materials monthly on ways to help their children at home. Teachers will also be encouraged to make positive telephone calls to parents routinely.		William Etheridge	05/31/2019
Actions		0 of 1 (0%)		
9/21/17	Utilize One Call Now, an automated notification system that provides emergency and routine phone, text, email, or app group messaging, to keep parents informed about school-related issues.		William Etheridge	09/29/2018
Notes:				