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East Columbus Jr/Sr High School

11/9/2022

Comprehensive Progress Report

Mission: We provide a supportive learning environment where students are encouraged to take ownership of their learning, realize their potential, and strive for success.

Vision: We strive to maximize the talents and potential of each student through positive support and celebration of their achievements.

Goals:

East Columbus Jr/Sr High School will refine instructional practices to increase overall student proficiency on the English II EOC to 50% for the 2022-2023 academic year.

East Columbus Jr/Sr High School will refine instructional practices to increase overall student proficiency on the Math I EOC to 40% for the 2020-21 academic year.

East Columbus Jr/Sr High School will refine instructional practices to increase overall student proficiency on the Biology EOC to 50% for the 2020-21 academic year.

East Columbus Jr/Sr High School will increase the number of students achieving proficiency (17 or better) on the ACT to 50%.

ALL teachers employ effective classroom management and reinforce classroom rules and procedures by proactively teaching the expectations.

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.

The administrative team will monitor curriculum and classroom instruction regularly and provide timely, clear, constructive feedback to teachers.

East Columbus Jr/Sr High School will establish a system of procedures and protocols for recruiting, evaluating, and rewarding faculty and staff.

East Columbus Jr/Sr High School will regularly communicate with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do to support their children's learning.)

! = 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
<i>Initial Assessment:</i>		A team of middle teachers met and created a matrix for PBIS to create a common language and explicit expectations throughout the school. Lessons were created to teach the desired behaviors to the students. We are currently using a Google Form to track data of student's positive behaviors. Reward/Incentive goals have been created by the PBIS team. Students who receive the required points per quarter will participate in the reward/incentive activities.	Limited Development 12/19/2019		

How it will look when fully met:	The number of discipline referrals will continue to decrease. Student attendance will increase. The number of students participating in the rewards/incentives will continue to increase. Students and staff will share a common language based on the expectations presented on the Matrix. Posters will be displayed throughout the building reinforcing desired behaviors. A more positive school environment will be created.		Jamie Faulk	05/15/2023
Actions		4 of 6 (67%)		
11/24/20	Design a PBIS matrix that is aligned with our middle school mascot.	Complete 09/10/2020	Melissa Priest	09/14/2020
	<i>Notes:</i>			
11/29/20	Design and implement reward system for students who demonstrate desired behaviors and actions aligned with PBIS matrix and instruction.	Complete 12/11/2020	Cory Singletary	12/14/2020
	<i>Notes:</i> We will have a large quarterly event that rewards students for demonstrating desired behaviors or improved behaviors.			
11/24/20	Design and implement lesson plans that explicitly teach desired behavior, which our counselors will use to provide instruction during intervention and homeroom.	Complete 12/15/2020	Cory Singletary	12/18/2020
	<i>Notes:</i> The lessons will be available for virtual students and reinforcement between taught lessons. Each month, we will focus on one of the elements of our motto and award points to students who demonstrate the desired behaviors.			
11/3/21	Create visual aids to reinforce behavior expectations for all students aligned with PBIS matrix.	Complete 12/06/2021	Cory Singletary	12/15/2021
	<i>Notes:</i> Our matrix will be updated and posters will be printed for the classrooms and hallways.			
10/6/22	Discuss discipline data in PLC meetings and general faculty meetings. Define and discuss changes in policy and teacher and student expectations.		Jamie Faulk	05/31/2023
	<i>Notes:</i>			
11/29/20	Provide professional development and training to teachers on PBIS.		Herman Bland	05/31/2023
	<i>Notes:</i>			

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:		A2.04 Instructional teams develop standards-aligned units of instruction for each subject and grade level. Evidence: 7th grade ELA pacing / ELA assessment guide Science pacing / Science calendar Math pacing / Math assessment guide Social Studies pacing is being updated and not currently available (due to switching texts) 8th grade ELA pacing / ELA assessment guide Science pacing / Science calendar Math pacing / Math assessment guide Social Studies pacing is being updated and not currently available (due to switching texts) 9-12 English English I curriculum guide (Standard / Honors) English II curriculum guide (Standard / Honors) English III curriculum guide English IV curriculum guide (1, 2, 3, 4, 5, 6) AP Language and Composition Course and Exam Description AP Literature Course and Exam Description 9-12 Math Math I pacing Math II pacing Math III pacing Math IV/Pre-Calculus/Discrete Math pacing 9-12 Social Studies World History pacing Civics and Economics pacing American History I pacing American History II pacing 9-12 Science Earth/Environmental Science pacing 1, 2, 3 / curriculum guide Biology pacing 1, 2, 3 / curriculum guide Physical Science pacing / curriculum guide Chemistry pacing / curriculum guide AP Biology Course	Limited Development 10/26/2016		
How it will look when fully met:		All students in a particular content area will use similar instructional materials, access similar assessments, and implement similar classroom strategies. All teachers will participate in county-wide professional learning communities (PLC's). All teachers will reflect on middle-school standards in order to address curriculum gaps.	Objective Met 10/06/22	Marisel Sellers	05/31/2021
Actions					
	11/15/16	Participate in county wide project based learning activities.	Complete 05/21/2021	Marcus Skipper	05/01/2021
	<i>Notes:</i>				
	11/15/16	Complete benchmark assessments and review assessment data.	Complete 05/28/2021	Marisel Sellers	05/30/2021
	<i>Notes:</i>				
	11/24/2020	Benchmarks are completed each 9 weeks in all subject areas.			
	4/12/21	Departmental PLCs will meet with district instructional leads on design, implementation, and alignment of district benchmarks.	Complete 03/02/2022	Tara Williamson	03/02/2022
	<i>Notes:</i>				
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:	Staff recognizes the importance of differentiation. Modification support for our exceptional students is provided by the EC staff. We utilize the Edmentum program, an assessment that can be used to provide baseline reading information for students. Edmentum also provides adaptive lessons for students in a variety of subject areas.	Limited Development 10/26/2016		
How it will look when fully met:	When this objective is fully met, we will be able to demonstrate how we serve our students with needs ranging from those with and IEP/504 plan to those who seek enrichment through programs offered by the Career and College Promise Program through Southeastern Community College, the NC School of Math and Science and the NC Governors school. Students will also participate in programs that can assist a wide range of students, such as the Educational Talent Search program.	Objective Met	Tiffany Locklear	01/27/2017
Actions		2 of 2 (100%)		
11/1/16	Develop a list of questions/concerns related to the implementation of the Southeastern Career and College Promise program	Complete 12/14/2016	Tiffany Locklear	11/15/2016
	<p><i>Notes:</i> Particular issues and concerns related to:</p> <p>developing a schedule check in and check out procedures? is tutoring available for CCP students? Is there a limit on how many classes they can take?</p> <p>12-14-16 A list of questions have been generated and answers to those questions are being compiled.</p>			
11/1/16	Develop a CCP student opinion survey.	Complete 12/14/2016	Chica Threadgill	11/22/2016
	<p><i>Notes:</i> A survey gathering student opinions of the Southeastern Community College Career and College Promise program has been created and distributed.</p>			
	A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129)	Implementation Status	Assigned To
				Target Date
Initial Assessment:	Teachers are in search of opportunities to extend learning beyond the the provided curriculum. We want to offer field trips and other extensions of learning to our students that add enrichment and in-depth understanding of the material.	No Development 09/13/2021		
How it will look when fully met:	Teachers will submit plans to the SIT on what they require to offer enrichment opportunities for their students. The opportunities may include but are not limited to purchasing supplies to supplement their instruction or taking students on field trips that are directly related to curriculum taught.		Jamie Faulk	12/01/2022
Actions		1 of 4 (25%)		
11/3/21	Plan Swamp Chomp activities that provide both support and enrichment for all students. Provide resources to teachers so that they can expand the offerings to students.	Complete 02/28/2022	Reah Jacobs	02/28/2022
	<p><i>Notes:</i></p>			
10/6/22	Create intervention schedule that incorporates both academic supports and enrichment activities for middle school students.		Dana Smith	12/01/2022
	<p><i>Notes:</i></p>			
9/13/21	Create application process so that classroom teachers or organization sponsors can apply for Title I funding to supplement the instructional activities in their classrooms.		Jamie Faulk	12/01/2022
	<p><i>Notes:</i></p>			
11/3/21	Implement monitoring process to assess effectiveness of supplemental/enrichment activities and to evaluate compliance and consistency.		Jamie Faulk	12/28/2022
	<p><i>Notes:</i></p>			

KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently use the following methods and strategies to help support students in transitioning from one grade level to the next: Open House, Parent Academy, transition meetings, year-end transition activities, senior meetings, career development plans. Virtual Parent Academy was held to explain the registration process for classes next school year by Brad Carey on February 25, 2021.	Limited Development 11/24/2020		
How it will look when fully met:		Teachers and counselors will be trained in graduation requirements and serve as student counselors. A series of events will be designed and implemented throughout the year to assist students in transitioning from one grade level to the next. Additionally, senior students will be trained to serve as mentors for underclassmen.	Objective Met 10/06/22	Brad Carey	05/25/2022
Actions					
	1/26/21	Provide quarterly Parent Academy events to parents on topics such as completing the FAFSA, applying for college, registering for classes, monitoring Google Classrooms, and other academic topics.	Complete 02/01/2021	Chica Threadgill	02/26/2021
<i>Notes:</i>					
	11/24/20	Provide professional development and training to teachers and counselors on graduation requirements and establish a program to provide guidance to students preparing to transition to the next grade level.	Complete 03/01/2021	Brad Carey	03/01/2021
<i>Notes:</i>					
	11/24/20	Create and implement a schedule of school-wide events centered around transitioning between grade levels.	Complete 03/31/2022	Chica Threadgill	02/28/2022
<i>Notes:</i>		Parent academies have been held to help parents understand the process. Additionally our counselors have met with all 8th graders to assist them in preparing to enter high school.			
	11/3/21	Counselors or teacher advisors will meet with individual students and student groups throughout the year to ensure that they are on track for graduation and transition to next grade level.	Complete 06/01/2022	Brad Carey	06/01/2022
<i>Notes:</i>		Individual and group meetings will be set up with all students to review expectations for transition and graduation. Additionally, students will be made aware of opportunities for personal growth.			
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:		We currently have departmental PLC's.	Limited Development 10/03/2016		
How it will look when fully met:					
Actions					
<i>Notes:</i>					
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:		The administrative team uses the district observation and walk-through instrument to monitor classroom instruction. Weekly agendas, daily assignments, and google meets are monitored to ensure grade-level instruction is occurring following county pacing. An incomplete assignment spreadsheet is used to document students who have not completed assignments and contacts are made with those students. Collected data from teachers and administration are reviewed and discussed during weekly PLCs to help guide teacher instruction. Planning minutes are documented and sent to a shared folder.	Limited Development 11/24/2020		
		Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:		Administration will complete at least 2 walk-through observations on each teacher and provide feedback, individually to teachers and collectively at faculty meetings and PLC meetings. Implementation will be monitored through our weekly observation data collection instrument and through faculty meeting agendas and PLC minutes. Professional development will be designed and implemented on data collected in the walk-through observations.		Jamie Faulk	05/31/2023
Actions			3 of 5 (60%)		
11/24/20	Building and district level administration will provide professional development on observable instructional elements.		Complete 01/26/2021	Chica Threadgill	02/01/2021
	<i>Notes:</i> Mrs Threadgill or other members of the administrative team will present professional development and/or training on classroom instructional elements to support teachers in meeting district/local expectations.				
11/29/20	At least 3 times a year, administration will meet with individual teachers to discuss strategies, pacing, student management, questions, concerns, and other issues related to classroom instruction.		Complete 11/03/2021	Jamie Faulk	04/29/2021
	<i>Notes:</i> The intent is to provide an opportunity for teachers and administration to meet in an environment not necessarily tied to an observation/evaluation, where teachers are more comfortable and willing to open up and be honest.				
10/6/22	Provide additional training on Eliot walk-throughs			Christian Godwin	12/01/2022
	<i>Notes:</i>				
10/6/22	Review data from ELIOT walkthroughs with faculty at meetings and PLC meetings.			Jamie Faulk	12/01/2022
	<i>Notes:</i>				
11/29/20	Data from walk-through observations will be shared in faculty meetings and discussed in monthly PLC meetings.		Complete 10/30/2020	Jamie Faulk	01/31/2023
	<i>Notes:</i>				
Implementation:			11/03/2021		
	Evidence	11/3/2021 Meeting logs and calendar for meetings.			
	Experience	11/3/2021 Meeting times have been established between administration and teachers to discuss things occurring around the school, in and out of the classroom. Teachers appreciate the ability to talk openly and freely.			
	Sustainability	11/3/2021 Consistency of implementation must occur, in order to maintain effectiveness.			
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:		Individually, teachers use data to inform instructional planning, but school wide we have not been consistent in compiling, analyzing, and using data to inform systematic school change and improvement. The district has implemented initiatives for MTSS and Data tracking and provided training to assist teachers and staff. Middle school teachers have been tracking information from Houghton Mifflin Harcourt, our core program for reading and math instruction. Our trackers include data from growth measures , module/unit assessments, and NC Check In information. We purchased I-Ready for middle school and a diagnostic assessment was administered. The high school core teachers administer school and district benchmarks and are recording data as completed.	Limited Development 03/01/2021		
How it will look when fully met:		When full implemented, PLCs and school-wide teams including MTSS will consistently collect and analyze data to inform instruction and school improvement planning.		Jamie Faulk	03/31/2023
Actions			2 of 6 (33%)		
4/12/21	Each grade level/department meets twice monthly in Professional Learning Communities (PLC) to review data from previous assessments and progress monitor. Teachers then adjust their instruction based on the needs determined in the PLC and identify students who are in need of intervention.		Complete 05/28/2021	Jamie Faulk	05/28/2021
<i>Notes:</i>					
4/12/21	Walkthrough data will be shared with staff during regularly scheduled faculty meetings and PLCs in order to make decisions regarding needed school improvement and staff professional development needs.		Complete 12/06/2021	Jamie Faulk	12/15/2021
<i>Notes:</i>					
10/6/22	Provide training on the ELIOT walkthrough for teachers.			Christian Godwin	01/30/2023
<i>Notes:</i>					
4/12/21	Train staff on MTSS Problem Solving Method and data analysis.			Jamie Faulk	03/30/2023
<i>Notes:</i>					
4/12/21	School-wide accountability data will be shared and discussed at regularly scheduled school improvement meetings to address deficiencies in performance and determine appropriate methods for intervention and assess professional development needs.			Jamie Faulk	03/31/2023
<i>Notes:</i>					
10/6/22	Administrative team will attend PLC meetings regularly.			Jamie Faulk	05/31/2023
<i>Notes:</i>					
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:		Administration utilizes data from the working conditions survey to address staff issues. The school community is continuing to implement programs and activities that establish traditions and build morale, such as positive staff referrals.	Limited Development 10/21/2016		
How it will look when fully met:		We will recruit highly qualified and classroom ready teachers. Teachers will be systematically evaluated and rewarded based on their performance and merits. Teacher turnover will decrease.		Herman Bland	05/31/2023
Actions			1 of 5 (20%)		
11/24/20	Teachers included in the interview process for openings, especially in their department.		Complete 05/31/2021	Justin Furlow	05/31/2021
<i>Notes:</i>		As openings occur.			
11/24/20	Attend Job Fairs, Build relationships with the Deans of Schools of Education, UNCW, UNC-Pembroke, Fayetteville State University and East Carolina University.			Justin Furlow	12/18/2022

<i>Notes:</i>				
11/24/20	Teacher Recognition		Justin Furlow	12/31/2022
<i>Notes:</i>	Teacher of the Week, featured on Facebook, website and other social media platforms. Teacher of the Year Recognition, Plaque			
10/6/22	Conduct Exit interviews with people who are leaving. This includes reaching out to people who have left in the last 3 years to gain additional information on addressing school culture issues.		Jamie Faulk	05/31/2023
<i>Notes:</i>				
10/6/22	Review TWCS and create strategies based on teacher concerns to strengthen our school culture and teacher perception of our school culture.		Tara Williamson	05/31/2023
<i>Notes:</i>				