

Comprehensive Needs Assessment

Data

Elizabeth City Middle School is one of two middle schools located in Elizabeth City-Pasquotank County Schools and is designated a Title I school. Elizabeth City-Pasquotank County Schools is the largest school system in Northeastern North Carolina. Elizabeth City Middle School has an enrollment of 631 total students. The student body is comprised of 49% Caucasian students, 37% African-American students, 7% Hispanic students, and 3% multiple race students. The student body is split evenly by gender with 51.8% of the student body represented by female students while 48.2% of the students are male. Sixty three percent of the student body receives free or reduced lunch. Three students were retained 2013-2014 school year and one student retained 2014-2015. Elizabeth City Middle School has 45 certified staff members, 12 instructional support staff, an AIG facilitator, and an Instructional Coach.

	2012-13	DISTRICT	STATE	2013-14	DISTRICT	STATE	2014-15	DISTRICT	STATE
Reading 6	31.4	36.4	46.4	48.5	47.6	56.8	43.4	44.3	57.2
Reading 7	35.6	35.8	47.8	45.4	46.9	57.3	45.7	47.5	56.1
Reading 8	26.5	26.6	41.0	38.2	39.1	54.2	43.5	44.7	53.4
OVERALL	31.2	32.9	45.1	43.9	44.4	56.1	44.1	45.4	55.6
Math 6	25.7	31.1	38.9	42.3	41.6	46.8	30.2	31.7	48.5
Math 7	21.8	25.6	38.5	29.0	32.3	45.9	34.2	31.8	46.9
Math 8	14.4	18.2	34.2	12.4	23.4	42.2	19.9	26.7	43.2
OVERALL	20.7	24.8	37.2	27.5	32.2	45.0	28.0	30.1	46.2
<i>Perf. Comp.</i>	27.1			38.6			39.9		
Science 8	21.8	31.5	59.1	49.3	50.6	67.8	58.6	59.4	72.6
Growth	Not Met	NA	NA	Not Met	NA	NA	Not Met	NA	NA

Status											
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3-year trend of student proficiency
6th Grade **7th Grade** **8th Grade**

	Reading	Math	Reading	Math	Reading	Math
2012-2013	31.4%	25.7%	35.6%	21.8%	26.5%	20.7%
2013-2014	48%	37%	41%	25%	34%	7%
2014-2015	43.4%	30.2%	45.7%	34.2%	43.5%	19.9%

2014-2015 percent of students proficient by subgroups

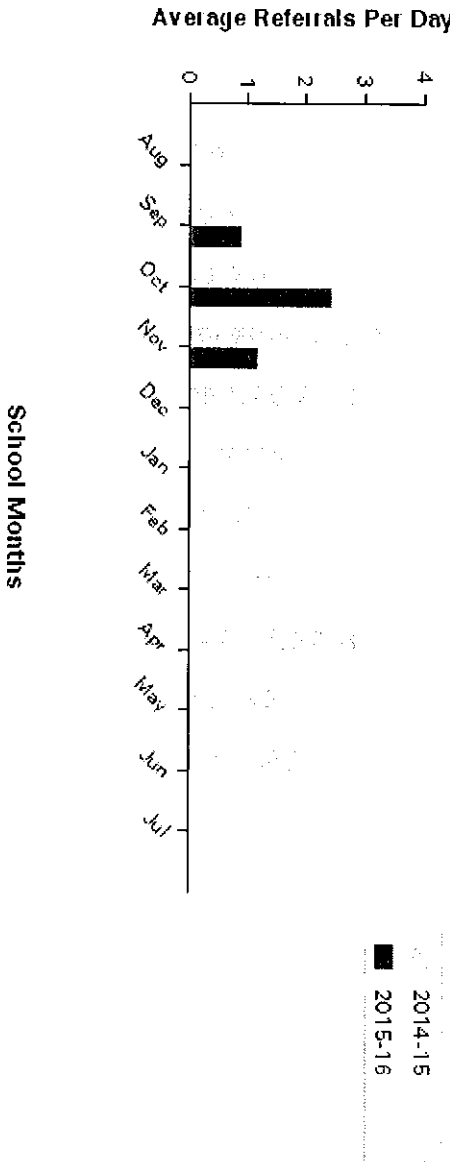
	BLACK	HISP	WHITE	SWD	AIG	LEP
State-R	6 th -30.7 7 th - 25 8 th - 22.3	6 th -43.7 7 th -66.6 8 th -53.3	6 th -62.5 7 th -59.7 8 th -46.7	6 th -0 7 th -10 8 th -0	6 th -100 7 th -92.8 8 th - 100	6 th - 0 7 th -n/a 8 th - 0
State-M	6 th -16.4 7 th - 18.7 8 th - 15.3	6 th -31.3 7 th - 47.3 8 th - 53.3	6 th -41.3 7 th - 61.2 8 th - 28.2	6 th - 0 7 th - 0 8 th - 0	6 th -100 7 th - 100 8 th - 100	6 th - 0 7 th - n/a 8 th -0
State - S	8 th -15.2	8 th -53.3	8 th -28.2	8 th -0	8 th -100	8 th -0

High	Overall	State	AIG	State	EDD	State	SD	State
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Priority		Avg.		Avg.		Avg.		Avg.
6 th grade	45.4	51.8	93.3	95	35.7	36.3	15.9	
7 th grade	37.2	51.6	95	95	32	36.5	5.1	14.6
8 th grade	33.3	55.9	78.7	94.2	25.8	41.4	11.1	20.6

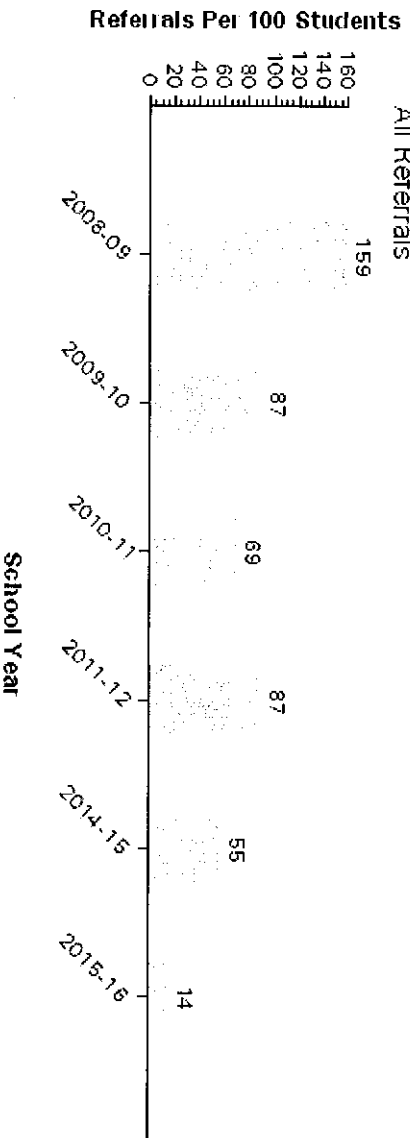
Average Referrals Per Day Per Month - Multi-Year

All, 2014-15 - 2015-16



Referrals Per 100 Students Per Year

All Referrals



Teacher Working Conditions Survey and Instructional Survey -see separate attachment(file)

Summary Analysis

1. What does the analysis tell you about your school's strengths?

The analysis of the data over the last few years shows that while as a school, we are still working toward reaching our growth goals, we are collaboratively and cohesively working together to meet the diverse needs of students who attend ECMS. Soft data within the school show that there has been a decrease in the number of discipline referrals over the last few years; there is greater overall attendance by students across grade levels; and there is a vigorous effort to model and reward positive behavior via PBIS ticket issuance, with each ticket tracked by grade level and teacher. In addition, some changes in the dynamics and flow of RTI tier 2 and 3 have allowed: administration to develop stronger rapport with students and staff through grade level mediation's; use of guidance counselors for career and academic planning; the display of certificates bearing

each teacher's degree(s) and college Alma Mater, an annual College and Career Fair, College Pride Fridays, academic counseling with potential failures, development of intervention plans for emotional and behavioral students, monthly school-wide Character Education that is integrated throughout all levels of instruction, the development and continued implementation of WTN (What I Need) time as source of daily enrichment and remediation; the implementation of co-teaching for inclusion classes, the use of academic competitions to challenge higher achieving students; and the increase in community support by church sponsorship and other organizations have allowed for a stronger and more student centered climate and culture throughout the school. Furthermore, the continued efforts of the PTO at ECMS have only further propelled the students and staff to design lessons that provide enriching activities for students throughout the school by working diligently to raise money to provide the school with technology that can be utilized to provide students with 21st century learning experiences.

2. What does the analysis tell you about your school's gaps or opportunities for improvement?

The analysis of the data shows that even though there has been improvement in the overall composite performance for the school, there are still areas for focused improvement. According to the school assessment data over the last 3 years, we are seeing a trend of achievement gaps between our White and Black students in both reading and math, with the larger achievement gap occurring in math. Our students who are classified as Economically Disadvantaged are under-performing in reading and under-performing more significantly in math. We also realize that our Academically and Intellectually Gifted students are not all demonstrating grade level proficiency, as measured by level 3 achievement on the EOG.

3. What data is missing, and how will you go about collecting this information for future use?

Although the data we are using shows significant information, a major piece that is missing would be the percentage of students that are defined as multiple subgroups. When analyzing the data, the general trends show which demographics of students are performing better or worse than their counterparts. However, the disaggregated data does not show the number of students that cross multiple subgroups. For example, one student can cross cultural, gender, socioeconomic statuses as well as be identified as exceptional, thus greatly affecting the breakdown of scores across four sub levels. Having a more detailed demographic breakdown would allow us to target specific sets of students. To make up for this, we rely on the formative and summative data being used by the classroom teachers as diagnostic testing through pre/post assessments. Teachers, administrators, and support personnel are meeting weekly/monthly to analyze the soft data to make improvements and adjustments in teaching and intervention strategies. The information gained by this provides the school with working data to drive future professional development and school wide focus for improvement.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Based upon the analysis of the data, the number one priority for Elizabeth City Middle School is to ensure that all of our students meet or exceed expected growth in Math and Reading as well as improve our school-wide literacy skills across all content areas. In addition, we have also identified a high priority group that needs additional intervention strategies to maximize achievement and assist these students as they work to meet or exceed state average for their subgroups. Our high priority group is comprised of Economically Disadvantaged, students with IEPs and 504s, and ALG identified students. These students have been identified because they are under-performing their counterparts according to state these groups across the state. Our second major priority is improving school-wide literacy skills across content areas. In addition to these two

major priorities, our school recognizes that improvement in these areas requires a more refined and consistent approach for professional development for our staff.

Goal 1: All (100%) students will meet or exceed expected growth in math across all grade levels for the 2015-2016 school year as measured by EVASS individual student growth data, school wide benchmarks, and school wide math literacy intervention data.

Goal 1 Strategy 1- Provide professional development for Math teachers on both vertical and horizontal teams.

Action Steps	Evidence	Person (s) Responsible	Timeline/Milestone	Completed Needs Revision In Progress (C,NR,IP)	Budget
Integrate Learning focused lesson planning to incorporate researched based strategies in uniform school wide lesson plan to focus on HOTS, summarizing, vocabulary, advanced organizers and non-verbal representations	1. Lesson Plan rubric 2. Lesson plan workshops in small groups 3. Collect Data on Teacher Progression on LP Rubric	LP rubric will be evaluated by teacher, peer, and admin team Workshops-ECMS IC	1st Cohort Oct 26th 2nd cohort Nov 16th Full Staff 2nd Semester	IP	
Hire for District and School Instructional Coaches	Contracts	District Personnel/Principal	Summer 2015	C	Title I
Utilize the district math instructional coach/school instructional coach to train staff in the use of effective math strategies	1. Walk thru google form 2. Teacher feedback through google forms 3. Teacher classroom feedback on WIN data sheet/google forms. 4. PLC Minutes	District Math Coaches ECMS Instructional Coach (IC) Administrative Team Math teachers	Continuous. Check in-weekly PAC meeting	IP	

	5. Learning Focused Lesson Plans Rubrics 6. Incorporate Scholastic Math into WIN for math literacy					
Horizontally and vertically align the math curriculum within and through grade levels through an unpacking process.	1. Pacing guide alignment during walkthroughs 2. Benchmark analysis by RBT alignment 3. Rubrics for school wide Learning Focused Lesson Plans. 4. PLC minutes	Math teachers District Coach ECMS IC Administrative team 5th grade/HS teachers	Pacing Guides set by Dec 2015 District wide Benchmarks begin Feb 2016 Staff trained in LF LP by end of Jan 2016	IP		
Weekly grade level math PLCs with ECMS IC and administrators	1. Teacher exit tickets 2. Walk thru feedback 3. Canvas PLC activities. 4. Analyze classroom and observation data with the teacher evaluation instrument 5. Compare EVASS data with school walk thru data	Math Teachers ECMS IC Admin Team	Continuous Assessments of PLC December and June whole staff	IP		
Monthly content PLCs with District Coaches and ECMS/RRMS coaches	1. District Sign sheet 2. District walk thru data collection 3. District Pacing Guides	Admin team ECMS IC Peer Observers District Coaches	Continuous	IP		
Integration of digital learning in Math through professional development	1. Friday Institute PD Days 2. School Tech PLC 3. Weekly Model PLC	Friday Institute ECMS IC	Continuous- Feedback after each session	IP	15,500 Title II	

		Media coordinator			
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Goal 1 Strategy 2 Early identification of students struggling in Math by analyzing previous test scores and predictor scores.

Action Steps	Evidence	Person (s) Responsible	Timeline	Completed Needs Revision In Progress (C,NR,IP)	Budget
Train all administrators and school based instructional staff in creating and analyzing data reports but not limited to EVASS	1. Training Agendas and sign-in sheets	Renee Harris Dianne Meiggs Joanne Sanders Coaches Principals	Mandatory workdays Leadership Team Meetings District Tuesday Meetings Throughout the yr.	IP	
Special Populations Day prior to beginning of each semester	1. Signed Log by Teacher	EC Coordinator ALG Facilitator	August 2015 January 2016	C 08/15 IP 01/15	
Provide each student with a goal setting sheet that tracks their EOG/EOC scores from 5th grade to	1. Student goal setting sheets 2. Signed Parent Acknowledgement 3. Student strategies/goal	Principal ECMS IC Teachers	Second Semester 2015 Summer 2016 for Fall 2016	IP	

high school. Help each student set goals for each middle school year and include parents, teachers, and students into setting/planning	setting	Students Parents				
Pre/Post assessments given by content teacher at the beginning of each goal/unit	1. Pre/Post Data Sheets by teacher 2. Student Data Sheets	Math teachers	Continuous.	IP		
Targeted assessments to provide benchmark planning and flex grouping. Exceptional Students will preload intervention material on grade level. AIG students will preload NYTimes Upfront	1. WIN data collection sheets 2. District Benchmark Data 3. School Common Assessment Data	Math teachers AIG facilitator ECMS IC Administrative team EC Lead teacher	WIN data collected Weekly District Benchmark Nine Weeks School Common Assessments 1st Nine weeks	School Common Assessment s-C1/1/15 NR-RBT leveling on Assessment Rest-IP		
PLC Development of "who" charts for classrooms via Schlechty protocol	1. Completed charts for each class-school wide	Teachers/Teams	2014-2015	C		

Goal 1 Strategy 3 Provide quality interventions for struggling students in Math as determined by predictor scores, previous test scores, and formative classroom assessments for the following subgroups: African American, economically disadvantaged, and AIG.

Action Steps	Evidence	Person (s) Responsible	Timeline	Completed Needs	Budget
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						Revision In Progress (C,NR,IP)	
WIN Time Intervention	<ul style="list-style-type: none"> 1. WIN Data Trackers-Weekly 2. Scholastic Math 3. Exceptional Students Preload feedback from EC 4. AIG extension NYTimes UPrfront 5. Teacher Feedback-week 1, End of Dec., End of Jan. 	<p>ECMS IC</p> <p>AIG Facilitator</p> <p>EC Director</p> <p>Admin team</p> <p>Teachers</p>	<p>Planning Oct./Admin Feedback 10/20</p> <p>Faculty Roll Out 11/12</p> <p>Faculty Training 11/13</p> <p>EC 11/4</p> <p>School Wide Start Date 11/16</p> <p>Weekly Data Tracker</p>	<p>NR-Revised 10/01/15</p> <p>IP-re-assessed 11/16</p> <p>IP</p>			
Focused Analysis of student assessments during weekly/Monthly PLC	<ul style="list-style-type: none"> 1. Data Wall in PLC 2. Admin team feedback on teacher analysis 	<p>Teachers</p> <p>ECMS IC</p> <p>Admin Team</p>	<p>Continuous</p>	<p>IP</p> <p>Assessed 11/05</p>			
Online interventions during/after school	<ul style="list-style-type: none"> 1. Moby Max Sign on 2. Discovery Ed Renewed 3. TenMarks 	<p>Teachers</p>	<p>Continuous</p>	<p>IP</p>			
7th Grade Math Focus classes	<ul style="list-style-type: none"> 1. Learning Focused Lesson Plan Rubric 2. Formative/Summative Assessments 3. Class Roster/Grade Sheet 	<p>Cole</p> <p>7th grade Team</p>	<p>Second Semester Jan 2016</p>				
Math Night	<ul style="list-style-type: none"> 1. Parent Sign IN 	<p>Admin Team</p> <p>ECMS IC</p>	<p>Second Semester 2016</p>				

		District Coaches			
A+ Activities across content areas	1. Lesson Plans 2. Training logs	Saunders Admin team	2014-2015	C	
Transition Math WIN time	1. Classroom Assessment Data 2. Report Card Data 3. Progress Reports	Teachers/Teams	2014-Oct. 2015	C	

Goal 2: All (100%) students will meet or exceed expected growth in reading across all grade levels for the 2015-2016 school year as measured by EVASS individual student growth data, school wide benchmarks, and school wide literacy intervention data.

Goal 2 Strategy 1 Integrate reading strategies across all content areas to increase growth in reading determined by predictor scores, previous test scores, and formative classroom assessments for all students with targeted interventions for the following subgroups: black, economically disadvantaged, and AIG.

Action Steps	Evidence	Person (s) Responsible	Timeline	Completed Needs Revision In Progress (C,NR,IP)	Budget
Integrate Learning focused lesson planning to incorporate researched based strategies in uniform school wide lesson plan to focus on HOTS, summarizing, vocabulary, advanced organizers and non-verbal representations	1. Lesson Plan rubric 2. Lesson plan workshops in small groups 3. Collect Data on Teacher Progression on LP Rubric	LP rubric will be evaluated by teacher, peer, and admin team Workshops-ECMS IC	1st Cohort Oct 26th 2nd cohort Nov 16th Full Staff 2nd Semester	IP	
ELA PLC to develop reading strategies based on the	1. Content PLC Minutes 2. Readers NB/students	ELA Teachers	2014-2015	C	

"Book Whisperer"		AP-Reid			
Using close reading strategies for ALL content areas-WIN plus regular class time	1. Created close reading strategies for math, science, ELA, social studies 2. WIN data sheets	ECMS IC Media Coordinator Admin team Teachers	2015-2016	IP	
Pacing Guides include close reading strategies	1. Pacing guides linked to district livebinders 2. Monthly PLC sign in	District Coaches ECMS IC Teachers Admin Team	Start Fall 2015	IP Review-Jan	
PLC will provide researched based strategies for reading across content areas	1. WIN strategies taught 2. PLC Canvas assignments	ECMS IC	Continuous	IP Review Dec2015	
Integrate digital technology into reading across the content areas	1. Friday Institute sessions 2. Weekly PLC modeling 3. NC Ties attendance	ECMS IC Teachers Admin Team Friday Inst-Abby Futrell	Continuous	IP	\$20,000 Title I for devices.

Goal 2 Strategy 2 "Everyone Reads".

Action Steps	Evidence	Person (s) Responsible	Timeline	Completed Needs Revision In Progress	Budget
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					(C,NR,IP)	
Staff modeling of current reading and/or personal book recommendations (e.g., Mrs. Heath's Top Picks)	1. Each classroom is marked with current readings	Reid Heath	2014-2015	C		

Goal 2 Strategy 3 Use school-wide Interactive Reading notebooks

Action Steps	Evidence	Person (s) Responsible	Timeline	Completed Needs Revision In Progress (C,NR,IP)	Budget
AVID	1.AVID Class Rosters 2.AVID Tutorials 3.AVID Strategies	Frost Lamb Blount	Continuous	IP	
Develop Reading Communities	1. Balanced Literacy Lesson Plans 2. Student Interactive Notebooks 3. Interactive read-aloud list	ELA Teachers District Coaches Administrative Team	Continuous	IP	
Weekly reflections and writing across grade levels	1. Writing Journals 2. Interactive Notebooks 3. Lesson Plans	Teachers Administrative Team School Instructional Coach	Continuous	IP	

		District Coaches		
Professional development on interactive notebooks	1. Sign Ins	District Coaches	Oct-June	C

Goal 3 Students identified as High Priority (ALG, Economically Disadvantaged, and Exceptional Students) will meet or exceed state average in proficiency as compared to their same subgroups across the state.
Goal 3 Strategy 1 Provide quality interventions for struggling student groups.

Action Steps	Evidence	Person (s) Responsible	Timeline	Completed Needs Revision In Progress (C,NR,IP)	Budget
WIN Time: Intervention re-grouping	1.Nine Weeks Assessments 2. Teacher feedback 3.WIN data sheets on google drive	Meads Teachers	2015-Oct2015	C	
AVID	1.AVID Class Rosters 2.AVID Tutorials 3.AVID Strategies 4.AVID Guest Speakers	Frost Lamb Blount	Continuous	IP	
Appropriate PBIS/MTSS implementation	1.PBIS Minutes 2.Discipline Data 3.PBIS Data Collection 4.Tiered Level Support 5.PBIS Model School Award 2013-2014/2014-2015	Reid Dr Howard C Walton	Continuous	IP	
Focused analysis of student assessment data during weekly PLC	1.Data Wall	Teachers ECMS IC	Continuous	IP Reviewed 11/5	

		Admin Team				
Online Interventions: Moby Max, Discovery Ed	<ol style="list-style-type: none"> 1. Teacher log IN 2. Media Center Booking Sheets 3. Teacher Lesson Plans 	Teachers Technology Department	Continuous	IP	Title 1 \$2700 DE	
PD on integration of online interventions/Lesson planning to scaffold	<ol style="list-style-type: none"> 1. Learning Focused LP 2. Read 180 reports 	ECMS IC Admin Team Teachers	Continuous	IP	Read 180 \$1000	
Integration of A+ Activities	<ol style="list-style-type: none"> 1. Lesson Plans 2. Student work samples 	Teachers A+ Committee	2014-2015	C		
Utilize Read 180/Math Enrichment Elective	<ol style="list-style-type: none"> 1. Benchmark Data 2. Lesson Plans 	Griffin Cole Admin Team	2014-2016	IP		
Provide transition intervention in Math/Reading during 1st month of WIN	<ol style="list-style-type: none"> 1. Content Lesson Plans 2. Students assignment 	Teachers Admin Team ECMS IC	2015-2016	C		
Train target schools on implementing and analyzing learning styles, benchmark data, and intervention/enrichment strategies	<ol style="list-style-type: none"> 1. PD Sign in sheets 2. Sign up for District PD 3. Grade Level PLC Minutes 	District coaches Teachers Admin Team	2015-2016	C		

Goal 3 Strategy 2 Increase overall student performance in ALG students in both reading and math in comparison to state average.

Action Steps	Evidence	Person (s) Responsible	Timeline	Completed Needs Revision In Progress (C,NR,IP)	Budget
Academic Competitions	1. Log of students who participate in competitions 2. Awards	Team Sponsors Admin Team	2014-2016	IP	
ALG facilitator and teachers Collaborate across content areas for differentiation and scaffolding	1. Faculty Meeting Minutes 2. ALG Walk thru	Saunders Teachers Admin Team	2014-2016	IP	
PD on ALG strategies and Twice Exceptional students	1. PD Minute Notes 2. Staff Sign In	Saunders Teachers	Feb 2016	IP	
Learning Focused Lesson Plans provide targeted strategies for ALG	1. Lesson Plans Modifications 2. Differentiated activities 3. Rubric Assessment includes ALG	Teachers Saunders Admin Team ECMS IC	2015-2016	IP	
Integrate Technology/digital resources for provide differentiated instruction	1. Friday Institute sessions 2. Weekly PLC modeling 3. NC Ties attendance 4. Scholastic Mathresources 5. NY Times Upfront resources	ECMS IC Teachers Admin Team Friday Inst-Abby Futrell	Continuous	IP	\$20,000 Title I for devices.

Goal 3 Strategy 3 Provide greater targeted intervention for math concepts for High Priority students (AIG, EC,EDD)

Action Steps	Evidence	Person (s) Responsible	Timeline	Completed Needs Revision In Progress (C,NR,IP)	Budget
WIN Time flex grouping	1. Nine Weeks Assessments 2. Teacher Feedback 3. WIN data sheets on google drive 4. Scholastic Math	Meads Teachers	2015-Oct2015	C	
Online Interventions: Moby Max, TenMarks, Discovery Ed	1. Teacher log IN 2. Media Center Booking Sheets 3. Teacher Lesson Plans	Teachers Technology Department	Continuous	IP	
Assign Math I and II to qualifying students and provide rigorous instruction	1. Student Schedule 2. EOC scores 3. Revamp Identification Process	Admin Team Math Teachers	Continuous	IP	
Utilize District Math Coach to facilitate instruction	1. District Walk Thru 2. District PD 3. District Monthly Meetings	District Coaches Teachers	Continuous	IP	

Directions for the Plan for School Improvement Template:
All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement. Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <http://www.rep.dpi.state.nc.us/app/dstplan>.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to allow information to populate on corresponding sheets. Thus, these formula cells are locked as well as the title
cells. However, for the cells in which information (goals, strategies, action steps, etc.) will be entered, the rows are able to be stretched if the current row height of the cell is not sufficient.
To save the Excel file as a PDF, select File, Save As, and select PDF under Save as Type.
To save the entire Workbook as a PDF, use the Options button to select Publish What > Entire Workbook.

District Name:	School Name:	School Code:	Year:
Elizabeth City-Pasquotank Public Schools	Elizabeth City Middle School	308	2015-2016
Principal Name (or Designee)	TJ Worrell	Principal Name (or Designee) Email	tworrell@ecpps.k12.nc.us

School Mission
To create 21st Century learners that are globally competitive.

School Vision
ECMS is a dedicated learning community focused on students' growth measured by key indicators. We are committed to implementing and progress monitoring researched based strategies for our staff and students that result in high levels of achievement.

Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation attached). *ECMS also broke down proficiencies of subgroups included on the NC School Report Card as well as students identified as ALG (see attached). The team reviewed attendance, office referrals, and PBIS/MTSS data to assess climate effects in the school (see attached). ECMS also took into account feedback from our TWCS and Instructional Survey to assess teacher's needs (See attached). In this analysis, the team determined that even though some growth has been shown, that the root causes of low performing groups fall into a lack of rigor and standards based lessons throughout the building (lack of true understandings of Common Core and NC Essential standards and how if effects the learning process). With further analysis of walk throughs, benchmark assessments, and grading practices the team also determined that best practices in pedagogy and digital learning would need to be addressed. The data also showed a large part of the school's population is economically disadvantaged (70%) and minority and that these factors also affected student performance and would be identified also a contributing root cause. From this data reevaluation, ECMS learned that the school would need a comprehensive plan to focus teaching strategies/content, as well as school wide intervention strategies for all students. ECMS also learned that the low performing data was found across grade levels and all subjects. The biggest content area of need identified by the data is math closely followed by ELA. Out of all the ECMS subgroups, special attention needs to be made to the exceptional and ALG subgroups along with AA males. ECMS also learned that teachers were requesting resources, appropriate amount of time for PD, and sufficient training in digital technology. Teachers were also requesting follow up from PD to help them assess their teaching strategies. ECMS noted that school has a solid PBIS foundation and that climate was not a factor in its low performing status. Even though the school had a school wide intervention time, it was not tracked through a data analysis process and could not yield any information on the success/failure of the program and would need a revamp of the school wide intervention time. This data review informed the school's decisions for school improvement initiatives by showing two distinct areas of focus: teacher capacity and student intervention. The data also gave ECMS a starting point to track continuous improvement through feedback and program analysis. It also helped to justify a change in the current intervention time know as WIN (what i need) after an in-house review of the program.*

District Name:	School Name:	School Code:	Year:
Elizabeth City-Pasquotank Public Schools	Elizabeth City Middle School	308	2015-2016
<p>All (100%) students will meet or exceed expected growth in math across all grade levels for the 2015-2016 school year as measured by EVAASS individual student growth data, school wide benchmarks, and school wide math literacy intervention data.</p>			
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Goal 2: Every student has a personalized education.	
	LEA Goal Alignment:	To educate all students by creating experiences that produce life-long learners achieved by engaging students, assessing learning of all students to ensure growth of knowledge and having structures in place to ensure family and community are engaged in their students' learning in meaningful ways.	
	Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Has Begun	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Goal 2: Every student has a personalized education.	
	LEA Goal Alignment:	To educate all students by creating experiences that produce life-long learners achieved by engaging students, assessing learning of all students to ensure growth of knowledge and having structures in place to ensure family and community are engaged in their students' learning in meaningful ways.	
	Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Has Begun	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<p>Students identified as High Priority (AIG, Economically Disadvantaged, and Exceptional Students) will meet or exceed state average in proficiency as compared to their same subgroups across the state.</p>		
	SBE Goal Alignment:	Goal 2: Every student has a personalized education.	
	LEA Goal Alignment:	To educate all students by creating experiences that produce life-long learners achieved by engaging students, assessing learning of all students to ensure growth of knowledge and having structures in place to ensure family and community are engaged in their students' learning in meaningful ways.	
	Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Has Begun	

District Name:	School Name:	School Code:	Year:
Elizabeth City-Rasquostank Public Schools	Elizabeth City Middle School	308	2015-2016
GOAL #1:	<i>All 100% students will meet or exceed expected growth in math across all grade levels for the 2015-2016 school year as measured by EVAAS individual student growth data, school wide benchmarks, and school wide math literacy intervention data.</i>		
Strategy #1: Describe the strategy that	<i>Strategy 1: Provide professional development for Math teachers on both vertical and horizontal teams.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
	see attached		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	see attached	
	Person(s) Responsible:	see attached	
	Timeline:	See attached	
	Budget Amount: (if applicable)	see attached	Budget Source: (if applicable) State Funds
Strategy #2: Describe the strategy that	<i>Early Identification of students struggling in Math by analyzing previous test scores and predictor scores.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
	see attached		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	see attached	
	Person(s) Responsible:	see attached	
	Timeline:	see attached	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	<i>Provide quality interventions for struggling students in Math as determined by predictor scores, previous test scores, and formative classroom assessments for the following subgroups: black, economically disadvantaged, and AIG.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
	see attached		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	see attached	
	Person(s) Responsible:	see attached	
	Timeline:	see attached	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	

District Name:	School Name:	School Code:	Year:
Elizabeth City-Pasquotank Public Schools	Elizabeth City Middle School	308	2015-2016
GOAL #2:	<i>All (100%) students will meet or exceed expected growth in reading across all grade levels for the 2015-2016 school year as measured by EVASS individual student growth data, school wide benchmarks, and school wide literacy intervention data.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Integrate reading strategies across all content areas to increase growth in reading determined by predictor scores, previous test scores, and formative classroom assessments for all students with targeted interventions for the following subgroups: black, economically disadvantaged, and AIG.</i>		
Progress:	Progress Monitoring Status: Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts) see attached		
	Person(s) Responsible: see attached		
	Timeline: see attached		
	Budget Amount: (if applicable)	Budget Source: (if applicable)	State Funds
Strategy #2: Describe the strategy that will support this goal	<i>School wide program to model reading, promote reading for everyone, and recommend books from many different genres and topics.</i>		
Progress:	Progress Monitoring Status: Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts) see attached		
	Person(s) Responsible: see attached		
	Timeline: see attached		
	Budget Amount: (if applicable)	Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	<i>ECMS will adopt an interactive notebook approach to assist our low income and disorganized students organize their learning material. Notebooks will also help enhance student learning in classroom by incorporating multiple instructional strategies and activities that target multiple learning styles.</i>		
Progress:	Progress Monitoring Status: Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)		
	Person(s) Responsible:		
	Timeline: October - June		
	Budget Amount: (if applicable)	Budget Source: (if applicable)	

District Name:	School Name:	School Code:	Year:
Elizabeth City-Pasquotank Public Schools	Elizabeth City Middle School	308	2015-2016
GOAL #3:	<i>Students identified as High Priority (AIG, Economically Disadvantaged), and Exceptional Students) will meet or exceed state average in proficiency as compared to their same subgroups across the state.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Provide quality interventions for struggling students. This will include WIN time, PBIS, AVID, A+ Activities and Online intervention.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	see attached	
	Person(s) Responsible:	see attached	
	Timeline:	see attached	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	<i>Increase overall student performance in AIG students' in both reading and math in comparison with the state average.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	see attached	
	Person(s) Responsible:	see attached	
	Timeline:	see attached	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	
Strategy #3: Describe the strategy that	<i>Provide a greater targeted intervention for math concepts for High Priority students (AIG, EC, EDD).</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	see attached	
	Person(s) Responsible:	see attached	
	Timeline:	see attached	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	