

Comprehensive Progress Report

Mission: We, the staff at E. E. Miller Elementary School, commit ourselves to the belief that all children can learn and that each child is a unique individual with different learning styles. We will provide a nurturing environment, implement instruction that addresses our children's specific needs and offer endless opportunities for success. We further commit to ensure that all children master learning and develop critical thinking skills that lead them to a lifetime of productivity.

Vision: E.E. Miller Elementary School believes that through year-round instruction students can build a lifelong love of learning that prepares them for their very bright futures. Through the added bonus of our global studies and Participate Learning program, we are preparing our students to live and succeed in the 21st century world.

Goals:

E.E. Miller Elementary School will increase composite math achievement to 55% by June 2023.

E.E. Miller Elementary School will increase composite ELA achievement to 57% by June 2023.

E.E. Miller Elementary School will increase 5th grade Science achievement to 80% by June 2023

E.E. Miller Elementary School will increase Students With Disabilities Overall Proficiency to 8.0% by June 2023.



! = 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>		EEMES has a PBIS correlate comprised of staff from all grade levels and areas. The correlate created a matrix of behaviors and expectations for the various areas of the school including the cafeteria, hallway, bathroom, classroom, and all settings. Students are taught the rules and expectations of our PBIS matrix the first two weeks of school as well as the CCS Student Code of Conduct. Throughout the week, these expectations are reinforced with Bulldog Brag Tags that are turned in to the front office. Each Friday, a random number of brag tags are pulled from the boxes and winners are announced on the intercom for everyone to hear. The winners are able to come to the front office to pick a prize from the treasure box. Our discipline referrals have decreased since the start of the most recent PBIS plan and in the first quarter of the 2022-2023 school year, there have been 9 offenses that are being addressed through ABE's interventions and progress monitoring.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		When this objective is being fully met, EEMES will see a decrease in office referrals as well as an increase in positive brag tags. Additionally there will be an increase in the number of students attending the quarterly celebration.		Maria Haag	06/16/2023
Actions			1 of 4 (25%)		
	10/15/22	Teachers will review the Code of Conduct with students and have them sign acknowledging receipt and instruction.	Complete 08/05/2022	Maria Haag	08/05/2022
	<i>Notes:</i> August 5, 2022 - Students were taught during the first two weeks the code of conduct and the PBIS matrix was reviewed/taught. Students were given the code of conduct acknowledgement forms to be signed by parents and returned. All forms were returned and are housed in the front office.				
	10/15/22	Teachers will administer and analyze BIMAS data to develop a plan for teaching social and emotional skills.		Sarah Ruddock	05/15/2023
	<i>Notes:</i>				
	10/15/22	Students who have earned the set number of paws for the quarter will attend a celebration designated by the PBIS correlate.		Sarah Ruddock	05/31/2023

Notes: September 16, 2022 - The first quarter reward celebration was held with a theme of being a game show. Kindergarten and 1st grade had individual games played in their classrooms; 2nd and 5th grades had outdoor games; 3rd and 4th grades had a game show in the multipurpose room. A total of 450 students attended the celebration.

10/15/22 The PBIS correlate will meet and review all discipline data using ABE and PowerSchool for accurate numbers of incidents. They will discuss plans of action for the school and work with each grade level to decrease incidents.

Maria Haag

06/09/2023

Notes:

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
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Initial Assessment:
 EEMES teachers meet weekly for lesson planning in all subject areas during their grade level planning. During this time, teachers collaborate to develop lesson plans, instructional activities, and other content related resources to facilitate instruction along with ensuring that they are following the district level pacing guide for full standards alignment. These lesson plans are turned in weekly through Planbook and reviewed by the instructional leadership team who offer comments and suggestions on plans as needed. The instructional coach attends these meetings or schedules one on one meetings in order to guide teachers towards a full understanding of the standards as well as the implementation of Wonders as an ELA curriculum and EnVisions as the math curriculum.

Limited Development
10/14/2022

How it will look when fully met:
 All teachers at EEMES will turn in lesson plans weekly and will include the standards being taught, standards-based activities, and appropriate formative and summative assessments of the standards in order to remediate students who do not meet mastery.

Katherine Greene

06/14/2024

Actions 0 of 1 (0%)

10/15/22 Once a month, PLCs will be dedicated to lesson planning with the instructional coach.

Katherine Greene

06/07/2024

Notes:

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
<i>Initial Assessment:</i>		EEMES currently utilizes a school-wide data spreadsheet where student assessment data is inputted for teacher analysis. This data is then assessed in MTSS PLCs where teachers begin placing students in the appropriate tiers of instruction. Teachers understand that Tier 1 instruction is instruction that is given to all students including the Wonders and EnVisions curriculum. Teachers are working towards a better understanding of Tier 2 interventions and supports which include their small group instruction which is differentiated based on interim and post unit assessments. As a school, all faculty members are working on developing thresholds for determining when to move a student from Tier 2 supports to Tier 3 intensive supports. All teachers participated in a district wide MTSS training in 2021-2022 and continued school based MTSS training.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Once this action is fully implemented, all teachers will be providing small group instruction based on differentiated lesson plans. Instruction will support all students based on their performance data. During their grade level planning and PLCs, teachers and the instructional coach will determine the high yield instructional strategies to be used in the classroom. Students will be engaged and there will be a reduction of EC referrals. Students will demonstrate growth with a goal of achieving proficiency.		Sarah Ruddock	06/16/2023
Actions			1 of 5 (20%)		
	10/14/22	All teachers will receive MTSS training with the Student Services Team, Assistant Principal, and Instructional Coach.	Complete 08/11/2022	Sarah Ruddock	09/01/2022
		<i>Notes:</i> August 10, 2022 - MTSS training was completed by Ms. Ruddock and Ms. Haag on August 10, 2022 during PLCs. Teachers were given an overall refresher on what the 3 tiers of MTSS consist of and then a more in depth look at Tier 2. Teachers look at initial data from assessments and cumulative records in order to determine students in need of support interventions.			
	10/14/22	Full day of planning for teachers (Data Day) in the Fall		Katherine Greene	11/16/2022

Notes: October 14, 2022 - At this time, the Title II funds have been approved for usage for substitutes in order for teachers to attend the full day data days in the fall. The agenda is being created by the instructional leadership team and will include data analysis as well as small group differentiated instruction plans.

10/14/22 Full day instructional planning and data analysis (Data Day) in February

Katherine Greene

02/28/2023

Notes:

10/14/22 Teachers will demonstrate differentiated lesson plans in Planbook with groups based on post assessment data.

Sarah Ruddock

05/31/2023

Notes:

10/14/22 Teachers will progress monitor standards utilizing the district's pre, interim, and post assessments.

Katherine Greene

06/02/2023

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
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Initial Assessment:

To come...

Limited Development
10/14/2022

How it will look when fully met:

When this objective is being fully met, all teachers will have access to the Second Step curriculum in order to teach the 15 minute lessons in their classrooms and complete the associated activities. The guidance counselors and social workers will utilize the BIMAS assessment data to develop ASCA National Standards aligned lessons specific to individual grade level needs.

Maria Haag

06/14/2024

Actions

0 of 1 (0%)

10/15/22 Teachers will be trained on how to utilize the Second Step Curriculum in their classrooms.

Maria Haag

06/05/2024

Notes:

	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
<i>Initial Assessment:</i>	Currently, EEMES does not have consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. Our teachers meet as a grade level at the end of the school year in order to develop classroom roster suggestions for students which is turned in to the instructional leadership team and reviewed for classroom set up. Students are assigned a homeroom and letters are sent to parents informing them of the date for open house as well as their teacher's introduction letter a week before open house.	No Development 10/14/2022				
<i>How it will look when fully met:</i>	When this objective is being fully met, a consistent plan will be in place to allow students an opportunity to meet the next grade level teachers before the school year has ended. The exceptional children's teachers will work with specific students who struggle with change and work to alleviate any anxieties students may have about the new setting by assisting them with the transition during the first week of school. Open house will have a goal of meeting 80% of families on the day of and then reaching out personally to the remaining 20% in order to ease the transition to a new classroom and grade level.		Catherine Abraham-Johnson	06/06/2025		
Actions				0 of 1 (0%)		
	10/15/22	Open house will be arranged for teachers to meet a goal of 80% of their families.	Leigh Hall	07/22/2025		
<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 LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses for the SIP, work sessions and one on one sessions as needed for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 10/24/2022		
<i>How it will look when fully met:</i>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		Melody Boyd	06/01/2023
Actions			0 of 3 (0%)		
10/24/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Low performing schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc. and provide feedback regarding areas of improvement and success.			Melody Boyd	06/01/2023
<i>Notes:</i>					
10/24/22	Area Superintendents will attend SIT meetings when requested or a minimum of once a semester to monitor decision making processes, to provide guidance, and to support effective practices. (School Support)			Melody Boyd	06/01/2023
<i>Notes:</i>					

10/24/22		The Area Superintendent assigned to the school will work with the principal to ensure understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP.		Melody Boyd	06/01/2023
<i>Notes:</i>					
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:		EEMES has several leadership teams that meet throughout the month. The instructional leadership team comprised of the principal, assistant principal, and the instructional coach meet weekly. The school improvement team consisting of a teacher from each grade level, the student services members, an instructional assistant, and a parent representative meet once a month. The staff as a whole also meets once a month and then again in correlates once a month.	Limited Development 10/14/2022		
How it will look when fully met:		When this objective is being fully met, the instructional leadership team will continue to meet once a week and will include instructional rounds with specific focuses into the agenda. The school improvement team will continue to meet once a month, as will the various correlates. The student services team will also begin meeting once a month in order to discuss students with disabilities, attendance concerns, health concerns, and overall concerns.		Catherine Abraham-Johnson	06/07/2024
Actions			0 of 1 (0%)		
10/15/22	The instructional leadership team will meet once a week and discuss instructional concerns based on prior instructional rounds/observations.			Catherine Abraham-Johnson	06/05/2024
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		EEMES currently has team structures built into the management of the school including the instructional leadership team (Principal, Assistant Principal, Instructional Coach), the school improvement team, 4 correlates (academics and technology, parent and community involvement, PBIS, sunshine), and individual grade level teams. These teams meet regularly and have agendas with minutes taken for each meeting. The agendas are housed in a common space for all faculty members to view.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		When this objective is being fully met, all teams will be written into the school improvement plan. Each team will have a written statement of purpose and by-laws for their operation. Teams will have work plans for the year and specific work products to produce which will be addressed in the agendas and meeting minutes.		Vasa Ford	06/06/2025
Actions			0 of 1 (0%)		
	10/15/22	Teams will develop written statements of purpose and by-laws.		Vasa Ford	06/06/2025
<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
<i>Initial Assessment:</i>		The principal and assistant principal conduct observations in NCEES on a scheduled rotation. These observations typically include a pre-conference, the observation itself, and a post-conference to discuss strengths and areas for improvement. iRounds are conducted on an as needed basis and informal walkthroughs are conducted regularly with feedback given in written form to the teachers.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		When this objective is being fully met, the principal will be considered highly visible on a climate survey conducted with the staff. Both administrators will make short, regular classroom observations which will be tracked in a notes document to ensure that all teachers are being seen as needed. These observations will also be tied to the school's MTSS process by providing professional development opportunities for staff based on observations as well as monitoring the Tier 2 and Tier 3 interventions taking place to ensure they are being done with fidelity.		Catherine Abraham-Johnson	06/06/2025
Actions			0 of 1 (0%)		
	10/15/22	An observation schedule and tracker will be developed by the school principal for the school year.		Catherine Abraham-Johnson	06/06/2025
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Currently the EEMES instructional leadership team monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers through the use of the iRounds tool and NCEES Observations. The principal and the ILT review lesson plans weekly checking on standards alignment, pacing, and proper assessment tools. The ILT reviews the data from assessments and uses the data to make informed decisions regarding review, small group instruction, and remediation.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		When the objective is fully implemented, the EEMES ILT will meet weekly to discuss classroom teacher observations, assessment data, and lesson plan construction to develop coaching plans that provide timely, clear, constructive feedback to teachers. The use of the iRounds tool as well as the NCEES observations will facilitate conversations as the ILT team reviews the data from assessments and uses the data to make informed decisions regarding review, small group instruction, and remediation. The ILT will also instruct teachers on one high yield instructional strategy throughout the year and then complete instructional rounds to provide feedback and support for the teachers. This will help teachers to implement the best research based instructional practices to increase student growth and proficiency.		Catherine Abraham-Johnson	06/16/2023
Actions			0 of 4 (0%)		
	10/14/22	Staff meeting agenda's will contain one high yield strategy used to instruct teacher's in it's implementation.		Letty Lozano	05/01/2023
<i>Notes:</i>					
	10/14/22	During PLC meetings the instructional coach will offer support on the implementation of high yield instructional strategies.		Katherine Greene	05/17/2023
<i>Notes:</i>					
	10/14/22	During iRounds, the ILT will place a focus on high yield instructional strategies being implemented and utilized in classrooms.		Sarah Ruddock	06/02/2023
<i>Notes:</i>					

10/14/22	The instructional leadership team will monitor lesson plans as well as observe in classrooms for evidence of high yield instructional strategies.		Katherine Greene	06/02/2023
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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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
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<i>Initial Assessment:</i>	EEMES has an evaluation system in place with evaluations being completed in NCEES by the principal and assistant principal as well as peer observations when required by certified staff. The instructional leadership team utilizes high yield instructional strategies with teachers which is then brought into the classroom instruction. Our beginning teacher program is led by our assistant principal and has meetings once a month that address specific needs for these teachers as well as more frequent feedback on their practice. Each of our beginning teachers has a mentor on their grade level or in a close grade level. Our Participate teachers from other countries are also given an informal mentor to assist them inside the classroom as well as outside of the classroom.	Limited Development 10/14/2022		
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<i>How it will look when fully met:</i>	When this objective is being fully met, beginning teachers will be assigned fully trained mentors in their grade level or in an adjacent grade level and will also attend monthly meetings based on their needs. All evaluators will have professional development and training on evaluation methods and coaching conversations that will be utilized on a regular basis. A correlate will be developed to work on a reward, retain, and recruit plan for highly qualified educators in the building and will meet monthly with by-laws and assigned activities.		Catherine Abraham-Johnson	06/14/2024
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Actions		0 of 1 (0%)		
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10/15/22	A correlate will be developed with by-laws to work on recruitment, retainment, and rewarding of highly qualified educators.		Sarah Ruddock	06/14/2024
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Notes:

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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	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
<i>Initial Assessment:</i>			<p>EEMES utilizes ClassDojo for a frequent line of open communication between the school and home. Currently, all teachers have active accounts and share private messages as well as class stories for their class information. The school also has a story page where all important information is posted. The principal makes a BlackBoard phone call home a minimum of once a month with all important dates and information that is also sent to all contacts with emails in PowerSchool. Parent conferences are held twice a year with teachers maintaining notes pages for each conference as well as schedules that are housed in the front office. Curriculum nights are held 4 times per year with each night pertaining to a different subject area and expectations including PBIS, Math, Reading, and Science. Progress reports are sent home at the 4 week mark and report cards are sent home after the end of the 9 weeks. Both follow expectations set by the principal regarding comments and grading standards.</p>	<p>Limited Development 10/14/2022</p>		

<p>How it will look when fully met:</p>	<p>When this objective is being fully met, teachers will send home graded assignments a minimum of once per week and also update PowerSchool grades a minimum of once per week. Teachers will hold parent conferences twice a year, once in the fall and once in the spring with minutes from what was discussed. Information will regularly be posted on ClassDojo for all stakeholders to access and participate in events held at the school. Curriculum nights will be held 4 times a year for the 4 different areas of expectations: PBIS, math, reading, and science. Each of these nights will have standards based information for parents as well as resources for how they can support the instruction at home.</p> <p>Important Dates:</p> <ul style="list-style-type: none"> • Open House: July 14, 2022 • Title 1/ Curriculum Night: August 9, 2022 • Reading Night: September 15, 2022 • Fall Parent-Teacher Conferences: October 17 - 21, 2022 • Math Night: November 17, 2022 • Science Night: February 9, 2023 • Spring Parent-Teacher Conferences: February 27 - March 3, 2023 • Field Day: May 5 and May 12, 2023 		<p>Natasha Jarman</p>	<p>05/26/2023</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>10/15/22</p>	<p>Teachers will be trained on PowerSchool at the start of the school year with optional/additional sessions throughout the year with the PowerSchool liaison.</p>		<p>Vasa Ford</p>	<p>01/20/2023</p>
<p><i>Notes:</i> August 8, 2022 - The staff were trained by Ms. Ford (PowerSchool School Contact) and Ms. Johnson-Wagner (Data Manager) on PowerSchool during a staff meeting. Expectations included Attendance being completed by 9:00, grading weights, how to input comments on assignments, and an invitation to a separate training on August 10th.</p>				
<p>10/15/22</p>	<p>Curriculum nights will be held 4 times a year: PBIS (8/9/22), Reading (9/15/22), Math (11/17/22), and Science (2/9/23).</p>		<p>Leigh Hall</p>	<p>03/01/2023</p>

Notes: August 9, 2022: A PBIS / Curriculum night was held with invitations being sent on ClassDojo, through a Blackboard phone call, and a paper flyer in communication folders. The principal Dr. Abraham-Johnson shared required Title 1 information with all attendees before they broke into individual grade level sessions. Each grade level had a presentation regarding expectations and had parents sign in on a sign-in sheet for accountability.

September 15, 2022 - A family reading night was held with all parents being invited through the school's ClassDojo story, individual teacher ClassDojo stories, and with a Blackboard phone call. The reading night allowed parents to come into their child's classroom and read stories with their child on MyOn or with hardback books. They were also able to shop at the book fair and select free books from a parent support station. Teachers had sign in sheets for accountability.

10/15/22 Parent conferences will be held twice a year - once in the fall (10/17 - 10/21) and once in the spring (2/27 - 3/3).

Sarah Ruddock

03/10/2023

Notes: October 24, 2022 - Fall conferences were held across all grade levels with teachers turning schedules in to the front office of who they would be meeting with. During these conferences, teachers followed the school parent conference form and made copies for parents to give them specific objectives and topics to work on for the upcoming nine weeks.

10/15/22 A parent support station will be set up in the main entrance to the school for all stakeholders to find manipulatives and resources to assist their child with standards mastery at home.

Latasha Bain

05/26/2023

Notes: