

## Comprehensive Progress Report

**Mission:** James Martin Middle School will inspire all students to achieve personal, academic, social and emotional excellence as they prepare to enter high school.

**Vision:** James Martin Middle School cultivates life-long learning to strengthen every students’ ability to succeed while reaching their academic goals.

**Goals:**

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 1.1 % in SY2021-22 to 14.6 % in SY2022-23 and 28.0 % in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4) \*Schools can also focus on specific grade levels or content areas based on their individual school data

The percent of students reporting engagement will increase from 29.0 % in SY 2021-22 to 34.5% in SY 2022-23 and 40% in SY 2023-24. (Aligns to A4.06 and CMS Guardrail 3) \*Schools can focus on one, two or all three of the domains based on their individual school data.

If a disproportionality is not present, add: Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 14.4 % in SY 2021-22 to 9.4% in SY2022-23 and 4.4% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>				
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

**Initial Assessment:**

This year, James Martin Middle School teachers have grade-level PLC meetings for each content area. In addition, we have a daily, common planning period for all grades and PLCs. PLC's must determine the concepts, principles, and skills that will be covered within a given unit; identify the standards/benchmarks that apply to the grade level and unit topic; develop all objectives that clearly align to the selected standards/benchmarks; arrange the objectives in sequential order; determine the best objective descriptors; consider the most appropriate elements for mastery and construct criteria for mastery; develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established; develop a plan for enrichment/reteaching/reassessment following data analysis.

Additionally, we are moving into year four of our 6th EL Education adoption and 8th-grade Open Up. This is the third year for 7th grade adoption of Open Up and 7th and 8th grade has adopted EL Education for the second year.

Limited Development  
09/28/2016

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in an in-person, hybrid, or remote setting:</p> <ul style="list-style-type: none"> <li>• Implementation of district curricula with integrity</li> <li>• Evidence of the Core Actions</li> <li>• Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach</li> <li>• Collaborative PLCs with lessons and strategies being modeled regularly</li> <li>• Differentiation and scaffolds planned intentionally</li> <li>• Common vocabulary and academic language being used</li> <li>• Discussion around standard-alignment and what mastery looks like</li> <li>• Student growth and achievement data should be increasing for all subgroups without gaps</li> </ul>			<b>Christopher Bernard</b>	<b>06/08/2023</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/24/18	<p>All PLCs will implement strong collaborative processes and procedures rooted in team norms, backwards design, standards and curriculum alignment, use of content-assigned lesson plan and analysis of data. The Instructional Leadership Team will monitor for these processes and procedures through PLC observations, lesson plan review and informal and formal observations and will discuss trends during Instructional Leadership Team meetings.</p>			Instructional Leadership Team	02/01/2023
<i>Notes:</i>					
8/26/20	<p>Teachers and support staff will implement the district-provided curriculum and resources with fidelity and integrity as aligned to the NC Standard Course of Study. The Instructional Leadership Team will measure the effectiveness of implementation through review of lesson plans, formal and informal observations, PLC conversations, and analysis of student work and data.</p>			Instructional Leadership Team	02/01/2023
<i>Notes:</i>					

8/26/20	PLCs will analyze data from student work, assignments and formal assessments on a weekly basis. PLCs will utilizing data analysis protocols, consistent data collection tools and consistent feedback process for students and families. The Instructional Team will provide feedback on this analysis process through PLC observations, data collection tools and formal and informal observations.		Instructional Leadership Team	02/01/2023
<i>Notes:</i>				
<b>Implementation:</b>		05/08/2020		
<b>Evidence</b>	5/8/2020 Instructional Teams meeting minutes noting the development of standards-aligned units of instruction, PLC self evaluations (these were completed and done in Jan 2020, and professional development logs.			
<b>Experience</b>	5/8/2020 Instructional Teams develop standards-aligned units of instruction for each subject and grade level in the PLC meetings that occur three to four times a week. During COVID-19 virtual learning, instructional teams continued to create standard aligned units during virtual PLC meetings. The units were monitored and adjusted as needed.			
<b>Sustainability</b>	5/8/2020 Instructional team meetings, creating standards-aligned units of instruction for each subject and grade level, and monitoring and adjusting as needed.			

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>		James Martin is prepared to use Branching Minds for our MTSS Implementation during the 2022-23 School Year.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Students will be served based on identified needs in the Branching Minds platform. We will use intervention and progress monitoring to determine students proficiency. We will see a strong consistent core within the classrooms and individual students support provided for all students.		Teinnia McDuffie	02/01/2023
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	8/15/22	- School PD Plan - MTSS and Branching Minds - Established an effective MTSS Leadership Team - Hire three interventionist on staff to help support the MTSS Process		Teinnia McDuffie	02/01/2023
<i>Notes:</i>					

	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
<b>Initial Assessment:</b>			<p>We are continuing to monitor students' social-emotional development by implementing the Caring School curriculum and a Homeroom Block for direct social-emotional instruction.</p> <p>No general funds are being used as Caring Schools curriculum was purchased from the district. Our Student Support services team will assist teachers in facilitating lessons.</p>	Limited Development 09/30/2016		
			Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>			<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school.</p> <ul style="list-style-type: none"> <li>• SEL curriculum with explicit instruction that is being implemented with integrity</li> <li>• Serving the whole child for all children</li> <li>• Established MTSS teams, structures and processes</li> <li>• Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)</li> <li>• Purposeful tiered instruction is being provided</li> <li>• Data driven instruction and decision-making</li> <li>• Accurate identification of student needs rooted in data</li> <li>• Teachers utilize culturally relevant and culturally proficient strategies, language, and practices</li> <li>• A safe and welcoming environment is provided for all students</li> </ul>		Carla Holloman	02/01/2023
<b>Actions</b>				1 of 2 (50%)		
	9/2/20	Intentionally schedule daily SEL instruction (Master Schedule)		Complete 07/01/2022	Tabitha Stormer	02/01/2023

		Notes:			
	9/2/20	Survey families to determine community SEL needs. (District and School-based)		Latasha Vickers-Cox	02/01/2023
		Notes:			
<b>Implementation:</b>			06/11/2020		
	<b>Evidence</b>	6/11/2020			
	<b>Experience</b>	6/11/2020			
	<b>Sustainability</b>	6/11/2020			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		James Martin currently implements strategic planning of classes and teams. We offer Spanish, Math 1, Honors Math for grades 6-8 and Honors ELA for grades 6-8.	Limited Development 08/15/2022		
<b>How it will look when fully met:</b>					
<b>Actions</b>					
		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
<i>Initial Assessment:</i>		The Northeast Learning Community provides weekly support through, but not limited to: observation and coaching of classroom, PLC and administrative practices, parent communication and leadership development. The Northeast Learning Community also provides opportunities for schools to collaborate with other schools with similar and different demographics to adopt best practices.	Limited Development 10/04/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		When this objective is fully met, the coaching and feedback provided by the Northeast Learning Community support along with the professional development and other structures in place will result in James Martin Middle School no longer having the Low Performing School designation.		Christopher Bernard	06/08/2023
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	8/14/20	The Northeast Learning Community Coaching Plan will be used to support the principal in monitoring and maintaining a clear focus on school improvement. This plan will be revisited during weekly coaching sessions and monitored for effectiveness of actions.		Marcie L. Beard	06/01/2023
<i>Notes:</i>					
<i>Implementation:</i>			06/11/2020		
	<i>Evidence</i>	5/8/2020			
	<i>Experience</i>	5/8/2020			
	<i>Sustainability</i>	5/8/2020			

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>		Our Leadership Team (SIT) includes the principal, support staff, and teacher leaders from each content area. Teachers are organized into grade-level and subject-area instructional teams. Instructional Teams meet to develop and refine units of instruction and review student learning data. The Principal participates actively with the Leadership Team. Meetings will be held virtually for the time -being and we are finalizing meeting time/day schedules.	Limited Development 10/04/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>At full implementation, there will be a structure in place for team planning and decision making. Team structures should include a Leadership Team, Instructional Team, and a team focused on the family-school connection (such as a School Community Council).</p> <p>The Leadership Team will:</p> <ul style="list-style-type: none"> <li>• provide adequate time for teams to meet, conduct business, and meet the expectations of district and school policy</li> <li>• serve as a channel of communication for all stakeholders</li> <li>• share in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.</li> </ul>		Christopher Bernard	06/08/2023
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/25/18	Provide adequate time for teams to meet, conduct business, and meet the expectations of district and school policy.		Christopher Bernard	06/08/2023
<i>Notes:</i>					
<b>Implementation:</b>			10/26/2021		
<i>Evidence</i>	11/30/2020	Constant reflection is taking place to balance instructional load by providing teachers time to dig deeper into the new curriculum. This has resulted in a PLC schedule that allows time for proper internalization, analysis, and reflection.			

<b>Experience</b>	11/30/2020 The school has established a team structure among teachers with specific duties and time for instructional planning with the PLC meetings and provided support with professional development. The staff is continually supported during PLCs and throughout the instructional day with MCLs and the admin team.			
<b>Sustainability</b>	11/30/2020 The school will continue to provide an established a team structure among teachers with specific duties and time for instructional planning.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			
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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
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<b>Initial Assessment:</b>	James Martin will use content specialist to lead teachers and support PLC meetings in each subject area.	Limited Development 08/15/2022		
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<b>How it will look when fully met:</b>	<ul style="list-style-type: none"> <li>- Teachers have regular walkthroughs and receive feedback through coaching weekly.</li> <li>- Observable evidence of coaching strategies seen in classroom instructional delivery based on PLC planning.</li> </ul>		<b>Christopher Bernard</b>	<b>02/01/2023</b>
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<b>Actions</b>		<b>0 of 1 (0%)</b>		
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8/15/22	- PLC Meeting facilitated by content leads with a pre-planned agenda		Christopher Bernard	02/01/2023
<b>Notes:</b>	<ul style="list-style-type: none"> <li>- Strategic Planning</li> <li>- Walkthrough and Observation systems and process</li> <li>- Coaching and Feedback structures and processes.</li> </ul>			

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, we are at the beginning stages of using data to make decisions regarding school improvement and professional development needs. All data sources (race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans, Homeless/McKinney Vento Act, migrant) are important and should be considered when developing next steps for support.	Limited Development 10/04/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		To be fully implemented, <ul style="list-style-type: none"> <li>the Leadership Team will analyze all data available to them and make decisions on the focus and direction of the school.</li> <li>professional development should be directly tied to classroom observations and analysis of student learning data</li> </ul>		Christopher Bernard	06/08/2023
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	10/25/18	The leadership team reviews student and teacher performance data regularly and adjusts instructional plans and professional development.		ILT	06/08/2023
<i>Notes:</i>					
	11/30/20	ILT will survey teachers to determine the need and assesses effective implementation.		ILT	06/08/2023
<i>Notes:</i>					
<i>Implementation:</i>			06/01/2020		

<b>Evidence</b>	6/1/2020 Due to COVID-19 Disease no EOG data to review. NC-Check-ins and MAP data meetings/professional developments were completed after each assessment. Staff meeting sign-in sheets/grade level meeting sign-in sheets, and PLC meeting sign-in sheets.			
<b>Experience</b>	6/1/2020 As of May 8, 2020 The 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 during PLC meetings. School data is also presented and discussed during staff meetings. The Leadership Teams (SLT, ILT, EC, ELL) disaggregates student outcome data and data on patterns of professional practice to determine professional development needs and plan appropriate professional development. The information is disaggregated by sub-groups ( race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans).			
<b>Sustainability</b>	6/1/2020 Continue with the data culture and analyze the data after assessments. 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 during PLC meetings. School data is also presented and discussed during staff meetings. The Leadership Teams (SLT, ILT, EC, ELL) disaggregates student outcome data and data on patterns of professional practice to determine professional development needs and plan appropriate professional development. The information is disaggregated by sub-groups ( race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans).			

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

We are working to provide parents and families with additional resources to help support their children with these models for instructional delivery. We are working to streamline our communication and instruction through the use of Canvas and ConnectEd messages. Additionally, we are working to increase the number of parent supports and resources we are providing to parents as much of the instruction will be delivered in the home environment this year.

Some teachers use various ways to keep parents connected to their students' behavior, academic, social, and emotional performance. The various ways in which teachers communicate with parents include email, phone, Remind 101, Classroom Dojo, Websites, ClassTag, newsletters, and parent assist. Some teachers express difficulty with numbers/emails that are outdated-- which can lead to difficulty communication regularly with parents.

We have used Title I school funds to purchase supports for parent engagement:

- PD related to Kickboard implementation
- Funds for communication platforms and engagement events

Limited Development  
10/04/2016

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school setting:</p> <ul style="list-style-type: none"> <li>• 100% parent-teacher conference rate</li> <li>• Consistent two-way communication tool is being leveraged</li> <li>• Collaborative relationships; all voices matter</li> <li>• School events have high participation and engagement across all parent groups</li> <li>• Resources and support are made available to parents regularly in support of student learning</li> <li>• Language is not a barrier; open access</li> <li>• Transparent communication with an open-door policy</li> <li>• Parent survey results are high in participation and engagement</li> </ul>			<b>Christopher Bernard</b>	<b>06/08/2023</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/2/20	Survey parents quarterly to determine needs and assess effectiveness of current communication and engagement methods		Christopher Bernard	02/01/2023
	<i>Notes:</i>				
	9/2/20	Schedule conferences with families (virtually or in-person) to discuss student performance on a consistent basis.		Christopher Bernard	02/01/2023
	<i>Notes:</i>				
	9/10/20	Develop a consistent platform to encourage parent communication. In order to achieve this, we need all stakeholders to track and keep up to date records of contact information as it may change throughout the course of a year.		Christopher Bernard	02/01/2023
	<i>Notes:</i>				
<b>Implementation:</b>			06/01/2020		
<b>Evidence</b>	5/8/2020	Parent-teacher contact logs, conference sign-in sheets, open house sign-in logs, ConnectEd message logs.			

<p><b><i>Experience</i></b></p>	<p>5/8/2020  As of May 8, 2020 Parental involvement increased with regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home with beginning of the year open house, parent-teacher conferences (October 2019 and January 2020), and during the virtual learning at-home platform.</p>			
<p><b><i>Sustainability</i></b></p>	<p>5/8/2020  Continuous communication and collaboration communication with parents/guardians about its expectations of them and the importance of the curriculum of the home.</p>			