

Comprehensive Progress Report

Mission:

We are a diverse team committed to excellence. We believe that through rigorous academics and collaboration every student will achieve. We hope to cultivate perseverance, integrity and dedication in all students.

Vision:

To prepare all students to be productive, engaged, and contributing members of our community, who are consistently progressing to career and college readiness as lifelong learners.

Goals:

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 87.6 % in SY2024-25 to 95 % in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of OSS/ISS incidents will decrease from 544 in SY 2024-25 to under 500 (a 10% decrease) in SY 2025-26 (Aligns to A4.06 and CMS Guardrail 2)

We will increase our Hispanic subgroup School Performance Grade from an F to a D. We will increase the percent of students achieving proficient on their EOGs from 33.8 % in SY2024-25 to 41% in SY2025-26. (D 1.02)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 39.6 % in SY2024-25 to 47 % in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP) on science End of Grade assessments in grade 8 will increase from 71.5 % in SY 2024-25 to 79 % in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Guardrail 3)

The school will retain 85% of high performing licensed classroom teachers throughout the 2025-26. Not to include staff that transition out of district. (Aligns to CMS Guardrail 4)

The percent of students defined as Chronic Absent Students will decrease from 27.95 % in SY2024-25 to 23 % in SY2025-26.

We will increase our MLs (ELS) subgroup School Performance Grade from an F to a D. We will increase the percent of students achieving "proficient" on their EOGs from 22.1 % in SY2024-25 to 30 % in SY2025-26. (D 1.02)

We will increase our Economically Disadvantaged subgroup School Performance Grade from an F to a D. We will increase the percent of students achieving "proficient" on their EOGs from 25.6% in SY2023-24 to 35% in SY2025-26. (D 1.02)

We will increase our Students with Disabilities subgroup School Performance Grade from an F to a D. We will increase the percent of students achieving "proficient" on their EOGs from 28.9 % in SY2024-25 to 36 % in SY2025-26. (D 1.02)



Core Function:	Domain 1: Turnaround Leadership
Effective Practice:	Practice 1B: Monitor short-and long-term goals

	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>			<p>During the 2024-2025 school year we exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index of a +5.8. The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers through formal observation feedback cycles and walkthrough cycles. Weekly Instructional Leadership Team meetings are held to analyze trends in walkthrough data. Targeted coaching by specific tiers of teachers is created to focus on Get Better Faster Framework is used to support specific instructional skills based on the information gained from walkthroughs. Teachers record reflections on their previous year of EVAAS data and is used while making lessons for the classroom. Core Action Walks are completed monthly. The challenge of completing walkthroughs regularly will arise during the second semester with the competing priorities of observations, discipline and class coverage with staffing. Some opportunities that exist are to plan early and use our BMT to support discipline in the school. By planning earlier, we have the opportunity to analyze the data trends found while completing walkthroughs in order to create groups of teachers to receive more frequent practice labs and PD.</p>	Limited Development 07/25/2024		
<i>How it will look when fully met:</i>			<p>Instruction across all contents is standards-aligned, including objectives and criteria for mastery, pre- and post-assessments, and a variety of learning activities delivered. The results of assessments and learning activities are assessed and used to adjust instruction. Through such bi-weekly analyses and action-planning, Instruction across all contents is standards-aligned, including objectives and criteria for mastery, pre- and post-assessments, and a variety of learning activities delivered. The results of assessments and learning activities are assessed and used to adjust instruction. Such efforts are monitored on a weekly basis (ELA and math) and a bi-weekly basis (science, social studies, electives) to monitoring continuous improvement through the establishment of year-end goals and lead measures to directly inform instructional planning, adjustments, and interventions on a weekly/biweekly basis.</p>		Richard McLean	06/30/2026
Actions				2 of 3 (67%)		
	7/25/24	<p>Instructional leaders meet to discuss walkthrough data and identify trends in instructional needs school-wide. These meetings will analyze areas of celebration and areas of growth to ensure the highest quality of instruction is taking place. (Aligns to Goal 2 and Goal 3)</p>		Complete 06/30/2025	Teresa Peterson	06/30/2025

<i>Notes:</i>						
	9/24/24	Principal will meet with master teachers and administrators in order to plan individual coaching as well as PD for groups of teachers in order to improve instructional practice. This improvement in instructional practice will improve student outcomes as well as teacher job satisfaction. (Goal 2, Goal 3 and Guardrail 4)	Complete 06/15/2025	Kelly Dowdy	06/15/2026	
<i>Notes:</i>						
	7/25/24	Develop a walkthrough calendar with weekly look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to Goal 2, Goal 3 and FAM-S 3)		Teresa Peterson	06/30/2026	
<i>Notes:</i>						
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

The SIP goal that aligns to this indicator is: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25.

Our data states that we exceeded expected growth with a score of 5.8.

In order to meet instructional priorities, Carmel will use ESSER funded additional ML teacher to support our ML population. We also had an ESSER funded bilingual family advocate. To promote growth and attendance for ML students, ACCESS testing incentives and celebrations were provided.

To support student growth, ML teachers will be in core classes along with pulling groups during ACE to target growth. During the school year, our ML teachers have Alpha groups during ACE to improve writing and enhance student ACCESS scores. In August, we had a ML planning days to learn about ML data and also how to use ACCESS scores to enhance instruction. To support all students, we are going to use edpuzzles to strength student engagement and increase student achievement.

We were challenged with creating a master schedule that ensures the appropriate educational resources are provided to each student based on their individual needs. Having our student population represented with a diverse PTSA and School Improvement Team that match the demographics of the school is another challenge.

Once we work more with our schedule and looking at student data, we will see even more growth with our students. Teachers will have more ideas on how to support students. With the support of edpuzzle, students will work with the state standards more and increase content knowledge.

Limited Development
09/14/2023

<p>How it will look when fully met:</p>	<p>During the school year, we will look to our ML teacher who will pull small groups with students who are making growth and can now become proficient. To decrease the number of longtime ELs.</p> <p>We will be reaching more students with incentives to keep students wanting to do better until it becomes part of them.</p> <p>With Edpuzzle, we will meet more students in a different way to enhance student learning.</p> <p>In the front office, we will be able to speak to more families and get them to want to be a part of the school. When more parents are a part of the SIT and PTSA, we will know how to meet all students.</p> <p>Through all this, data will increase and move us from an F to a D in the subgroup of English Learners.</p> <p>Link to Carmel TSI Comprehensive Needs Assessment - https://docs.google.com/document/d/1mu7uVnFWJ0SYMC1pRxbsetOxf-EBcT114tNlqMX92k/edit?usp=sharing</p>		<p>Kelly Dowdy</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>1 of 5 (20%)</p>		
<p>9/25/23</p>	<p>Within the 2024-25 school year, our school identified the following resource inequity, bilingual support staff, as a result, our school plans to mitigate this inequity by hiring a bilingual secretary for the front office as well as a bilingual counselor. (Guardrail 1, Guardrail 3)</p>	<p>Complete 09/04/2024</p>	<p>Kelly Dowdy</p>	<p>06/30/2025</p>
<p><i>Notes:</i> Link to CNA: https://drive.google.com/file/d/1lq3g7-W4SFgCsAXgQV7IGKdZdXohwjOP/view?usp=drive_link</p>				
<p>9/11/25</p>	<p>During 2025-2026 school year, Carmel will get Edpuzzle to enhance classroom instruction, student engagement and ensures equalities among classrooms. (Goal 3)</p>		<p>Courtney Frank</p>	<p>10/03/2025</p>
<p><i>Notes:</i></p>				
<p>4/10/25</p>	<p>Based on our ATSI ML subgroup designation and receipt of ATSI funds, we will allocate resources as follows: teachers will provide tutoring for our designated ML subgroup through extended employment, and we will also use funds for summer curriculum planning. (Goal 2 & Goal 3)</p>		<p>Teresa Peterson</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				

9/14/23	Communicate with parents via parent square to increase our SIT and PTSA diversity. (Guardrail 1)		Teresa Peterson	06/30/2026
<i>Notes:</i> Link to CNA: https://drive.google.com/file/d/1lq3g7-W4SFgCsAXgQV7IGKdZdXohwjOP/view?usp=drive_link				
9/14/23	Provide incentives for student achievement in ACCESS testing, I-ready, and EOG testing to improve outcomes to increase college and career ready scores. (Goal 2 & Goal 3)		Jill Woody	06/30/2026
<i>Notes:</i> Link to CNA: https://drive.google.com/file/d/1lq3g7-W4SFgCsAXgQV7IGKdZdXohwjOP/view?usp=drive_link				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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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>		<p>The SIP goal that aligns to this indicator is: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index SY2024-25.</p> <p>As of June 2025, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state. Current growth by grade level in Reading - 6th +16.5, 7th +1.40, and 8th +11.50. Current growth by grade level in Math - 6th +16.0, 7th -8.80, and 8th +15.50/Ma 1 +3.10. Current growth in 8th grade Science is +11.9. This indicates that a majority of our teachers have strong EVAAS growth data.</p> <p>We have designed our daily academic schedule in order for teachers to provide all students with the appropriate tiered instruction. Teachers would discuss these students monthly during Kid Talk which was a solution orientated conversation designed to meet student’s needs. Classes were differentiated for enrichment and intervention during core classes as well as during our Academic and Character Enrichment time (A.C.E.). Teachers planned for tiered assignments based on data from common assessments, Iready and MVPA data analysis meetings.</p> <p>PLCs reflected on data, focused on trends within standards, and among groups of students to adjust their instruction based on MVPA . ALFA for ML students, and tier 3 math and ELA small groups (attendance from</p>	Limited Development 07/25/2024		

one grade level). Small groups at each grade level also attended accelerated book studies for enrichment. The district ML teacher led staff PD throughout the school year in order to provide all teachers with the knowledge they needed to plan for and meet the needs of multiple levels of Multilingual Learners (ML PD). She also came in to Social Studies to support reading strategies.

In the coming school year we will have the need to build capacity within PLCs in order to prepare them to once again take ownership over the MTSS framework.

Another area where we will set out to improve is in the buy-in and accountability of students during the intervention time when it comes to attendance and production.

Our opportunities for growth from positive change in Student achievement will be adding Honors 8th grade math. We will continue to offer Honors as well as Standard ELA and math classes to better meet the needs of each student. We will also restructure the plan for enrichment and intervention during the ACE time to reach a greater number of students.

How it will look when fully met:

A comprehensive MTSS model will be in place to support instruction at all levels: universal (tier 1), supplemental (tier 2), and intensive (tier 3). As a team, we will work to find the best strategies to support students based on what each student needs and not just what is easy or has been done in the past. In order to make tier 1-3 groupings, our team will be utilizing Branching Minds to disaggregate achievement data so that ACE groupings can be strategically implemented. Growth will be seen through the interventions in place during MTSS. We are also going to work on creating well scaffolded lessons for MLs along with all students who need more support through each lesson. This will be seen by making lessons that are cross-disciplinary, which will allow for students to hear the material a few different ways and see how it applies to all parts of their life. We will properly progress monitor student interventions with fidelity. Carmel will adopt the district's standard treatment protocol in order to best meet the needs of our students who are identified as needing additional interventions.

Richard McLean

06/30/2026

Actions

0 of 5 (0%)

9/9/24	In order to grow the MTSS team, the school will make a leadership team to look over data and role out the MTSS plan through classroom and ACE time. (Goal 2, Goal 3, and Guardrail 1)		Dunton	12/01/2025
<i>Notes:</i>				
7/25/24	Establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule (Kid Talk) and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Aligns Goal 2, Goal 3, and FAM-S 3)		Jill Woody	06/15/2026
<i>Notes:</i>				
9/24/24	Within the 2025-26 school year, our ATSI school will implement the following evidenced-based intervention of small group instruction and collaboration with our Core teachers pulling students during enrichment time based of student data in order to target instructional support. This will increase overall performance of our students, including our Hispanic and economically disadvantaged students (Goal 2, Goal 3 and Guardrail 1).		Tomi Dunton	06/15/2026
<i>Notes:</i>				
9/23/25	Within the 2025-26 school year, our ATSI school will implement the following plan. By June 2026, increase the number of multilingual learners at Carmel who make progress toward their English Language Proficiency (as measured by ACCESS) from 16 students to 32 students and the exit goal from 4 students to 15 students through targeted ALFA implementation, professional development for teachers, implementation of evidenced-based instructional strategies such as QTEL/PACE and ML support in PLC planning. (Goal 2, Goal 3 and Guardrail 1). This will be monitored by quarterly walkthroughs looking for evidence of QTEL/PACE professional development and strategies being implemented in the classroom utilizing the ML Core Action Guidance.		Richard McLean	06/15/2026
<i>Notes:</i>				
9/24/24	Within the 2025-26 school year, our ATSI school will implement the following evidenced-based intervention of small group instruction and collaboration with our EC teachers pulling students during enrichment time to increase overall performance of our EC students (Goal 2, Goal 3 and Guardrail 1).		Teresa Peterson	12/01/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The SIP goal that aligns to this indicator is: 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 7.2% in SY2021-22 to 17.6% in SY2022-23 and 28% in SY2023-24. Based on preliminary EOG data, our 8 Mathematics EOG CCR results were 16.9%.</p> <p>While we did not achieve that goal we have increased our accessibility to Math 1 for 8th graders. 100% of these students were projected to be non-proficient and 16% were proficient with 78% meeting or exceeding their EVAAS projected growth.</p> <p>In order to develop standard-aligned units of study we created a protocol for PLCs to analyze the MVPAs, iReady scores, and EVAAS projections. This led to PD on the data protocol delivered by MCLs and administrators in department meetings for ELA, math, science, and social studies, and teachers carrying out individual student conferences after analyzing the data in weekly PLC meetings. MCLs consistently participated in weekly PLC meetings to ensure vertical alignment and provided targeted coaching for individual teachers based on walkthrough results. This data was also used to determine differentiated groups of teachers for a practice lab on Academic Monitoring.</p> <p>We were faced with the challenge of consistently completing walkthroughs throughout the second semester as other responsibilities divided the attention of the administrative team and MCL's.</p> <p>Opportunities for continued growth next school year include increasing the presence of the Instructional Leadership Team in classrooms and PLC meetings consistently throughout the year. We will also need to increase the frequency of practice labs and the diversity of the staff who are in attendance.</p>	Limited Development 07/25/2024		

How it will look when fully met:	After common formative assessments, PLCs will analyze authentic and reliable student data and will identify trends in student progress and make adjustments to instruction when needed. Through this collaborative planning time, targeted coaching and support will be provided to assist teachers in differentiating their instruction for those students. Such efforts are monitored on a weekly (ELA and math) and bi-weekly basis (science, social studies, electives) to monitoring continuous improvement through the establishment of year-end goals to directly inform instructional planning, adjustments, and interventions on a weekly/biweekly basis. We will also create Standards Based Centers instruction with an emphasis on differentiation as part of your instructional core practices to support full implementation of this indicator. Through triangulation of data, student generated goal conferences and action steps to achieving those goals, this allows for students' ownership of learning.		Kelly Dowdy	06/30/2026
Actions		0 of 7 (0%)		
9/9/24	All teachers will have the language of the standards written on the board as well as the specific day's learning target to assist in ensuring the level of rigor demanded by the standard is achieved as well as to ensure students know the learning focus. (Goal 2 and 3)		Courtney Frank	12/01/2025
<i>Notes:</i>				
9/24/24	PLCs will collaborate weekly to ensure alignment to the standards as well as to ensure the level of rigor is achieved. The state curriculum as well as CMS resources will be utilized to plan lessons. When supplemental resources are utilized for intervention, remediation or enrichment the decision will be based off student data. (Goal 2 &3, FAM-S)		Tomi Dunton	12/01/2025
<i>Notes:</i>				
9/23/25	All teachers will have the language of the standards written on the board as well as the specific day's learning target to assist in ensuring the level of rigor demanded by the standard is achieved as well as to ensure students know the learning focus. (Goal 2 and 3)		Courtney Frank	12/01/2025
<i>Notes:</i>				
9/23/25	PLCs will collaborate weekly to ensure alignment to the standards as well as to ensure the level of rigor is achieved. The state curriculum as well as CMS resources will be utilized to plan lessons. When supplemental resources are utilized for intervention, remediation or enrichment the decision will be based off student data. (Goal 2 &3, FAM-S)		Tomi Dunton	12/01/2025

<i>Notes:</i>				
9/16/25	Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (A2.04)		Teresa Peterson	06/10/2026
<i>Notes:</i>				
7/25/24	Administrators and/or facilitators/lead teachers will be part of PLC meetings weekly which will ensure consistency across departments and teams as well as vertical alignment. (Goal 2 and Goal 3)		Courtney Frank	06/15/2026
<i>Notes:</i>				
7/25/24	School leadership team will develop and execute a school-wide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data at least twice a month. (Aligns to Goal 2, Goal 3, and FAM-S 29)		Courtney Frank	06/15/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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:

The SIP goal that aligns to this indicator is: The school discipline will fall from 556 to 500 incidents. Student chronic absent will drop from 31.1 to 27%

Student discipline did drop from 556 to 544 with the use of Capturing Kids Hearts. we did not see a big dip due to not all teachers using the program fully. Teachers also put in more referrals on Educator's Handbook due to quickness. It was seen that some teachers used it more often then others.

In our effort to be attentive to students' emotional states, school counselors provided lesson from the district for Naviance and suicide. Counselors created peer tutoring groups where student pairings were based student instruction needs. The students were selected for these groups based on iReady data and last year ELA grade. Also, as of 6/23/25 the Chronic Absentee percentage at Carmel Middle School had decreased by 1.72%, going from 27.84% in the 2023-2024 SY to 26.12% in the current school year. Unexcused absences have decreased by 2.81% Excused absences have decreased by 229.25% going from 5,706 to 4,037.

One challenges that we encountered throughout this school year included having a transient population. This often results in many students enrolling, withdrawing, or moving without enrolling at a new school and adding to the chronic absentee calculations.

In the coming school year we have the opportunity to create more parent workshops in order to educate and support the emotional well being of students. We will work with staff to know what is a Major and a Minor offence in Educator's Handbook.

Limited Development
07/25/2024

How it will look when fully met:	All students will have at least one trusted adult on campus. Through the utilization of Capturing Kids Hearts we will see a decrease in incidents of disrespect and insubordination. Through CKH and our school's attendance plan we will see a decrease in the percentage of students who are labeled as chronically absent. With the BMT leading our school's culture team we will see alignment and consistency between grade levels.		Kelly Dowdy	06/30/2026
Actions		0 of 5 (0%)		
9/16/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)		Teresa Peterson	06/10/2026
<i>Notes:</i>				
9/16/25	To provide a duty-free lunch period for every teacher on a daily basis. (A4.06)		Teresa Peterson	06/10/2026
<i>Notes:</i>				
7/25/24	The counseling department will tailor school-wide SEL and morning circle activities as well as small group counseling sessions based on the Capturing Kids Hearts. (Aligns to Goal 3, Guardrail 2 &3, FAM-S 31)		Teresa Peterson	06/30/2026
<i>Notes:</i>				
9/9/24	The administrative team will create and facilitate a structured professional development plan for teachers to execute Capturing Kids Hearts to enhance the school culture. (Guardrail 1, and Guardrail 4)		Teresa Peterson	06/30/2026
<i>Notes:</i>				
9/25/25	The administrative team will create and use a core behavior matrix along with the code of code to ensure safety along with instruction can be taught. (Fams-30)		Teresa Peterson	06/30/2026
<i>Notes:</i>				