

Comprehensive Progress Report

Mission:

The mission of Eastway Middle is to support every student in becoming leaders through maximizing their academic potential and developing care and compassion for others.

Vision:

Eastway Middle School will prepare our students to be leaders in their community for positive change and social justice.

Goals:

The percent of students who score at the College and Career Ready (CCR) level in Math I will increase from 70.8% to 80% (Aligns to A2.04 & B3.03, CMS Goal 3, and CMS Guardrail 1.)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2025-26. (Aligns to A4.01 & B3.03, and CMS Guardrail 1)

The percent of students who score at the College and Career Ready (CCR) level on the 6-8 Reading EOG will increase from 10.4 % to 15%. (Aligns to A2.04 & B3.03, CMS Goal 2, and CMS Guardrail 1)

The Out of School Suspension rate will decrease by 5% in SY2025-26, excluding incidents that are considered Level III-V violations. (Aligns to CMS Guardrail 2)

We will increase our MLL subgroup performance grade from F to D or higher in SY2025-26. (Aligns to CMS Guardrail 1)

We will implement SEL practices and Capturing Kids' Hearts to reduce chronic absenteeism by 5% for SY2025-26. (Aligns to CMS Guardrail 3)

We will retain at least 95% of our irreplaceable teachers, those who exceed growth expectations with students (as measured by the NC EOG assessments), for the upcoming school year: SY2026-27. (Aligns to CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

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>		Goals: The percentage of 6th-8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – on the Grade 6-8 Reading EOG will increase from 10.4% in SY2024-25 to 15% in SY2025-26. The percentage of 8th grade students who score at the College and	Limited Development 07/25/2024			

Career Ready (CCR) level – a 4 or 5 – in Math I will increase from 70.8% in SY2024-25 to 80% in SY2025-26.

A. To what extent did you meet each of your 2024-2025 SIP goal targets that aligned to this indicator? Include specific data points for each goal. We achieved an increase in CCR for 6-8 Reading from 9.2% to 10.4%, but did not meet the target of 15%. While the GLP for Math I was 91.7%, we did not meet the target of 90% CCR; student CCR achievement during 24-25 for Math I was 70.8%.

B. What successes did you experience related to this indicator in meeting your goals this year?

Students scoring at the CCR level on the Grade 8 Math EOG was 10.5%; this was an increase of 2.7 from the previous school year. Overall GLP achievement for Grade 8 Math was 29.2%, which was an increase of 9.8 from the previous year. Successes include effective implementation of our instructional planning approach and response to data during content area PLC meetings; teachers providing small-group instruction to maximize student learning; learning walks facilitated by our instructional leaders to open up practice across our school; and practice clinics offered that supported teacher growth in alignment to school-wide expectations and the actions outlined in our SIP. Additionally, instructional leaders provided teachers with coaching to support improvements with teaching and learning.

C. What challenges are you facing in meeting your 2025-2026 SIP goal targets aligned to this indicator?

Ensuring English language proficiency among our MLL students; addressing adverse childhood experiences to effectively support students who have experienced trauma; and time for weekly class visits & working with each instructional leader in regards to their coaching caseloads.

D. What opportunities exist to address these challenges in the 2025-2026 school year?

- Regular meetings with the Leadership Team to discuss teacher and student performance, plan practice clinics, review data, and monitor progress towards attainment of our goals
- Time scheduled to meet with Leadership Team members individually to discuss their progress with coaching & feedback and their facilitation of meetings, practice clinics, and professional learning opportunities
- Utilizing Success by Design model to address coaching needs of novice teachers and those who need additional support to achieve excellence
- Continued focus on effective implementation of our strategic instructional planning approach and response to data process to ensure intentionally planned small group instruction that addresses individual student needs

	- Strategically designed schedule that maximizes the time each teacher and support team member has for instruction			
How it will look when fully met:	<ul style="list-style-type: none"> - All teachers receive quality coaching & support from a member of the leadership team or a designated teacher leader that improves their practice and student outcomes - The percent of students who score at the College and Career Ready (CCR) level on the 6-8 Reading EOG will increase from 10.4% to 15%. - The percent of students who score at the College and Career Ready (CCR) level in Math I will increase from 70.8 to 80% 		Larenda Garvin	06/30/2026
Actions		0 of 5 (0%)		
7/25/24	The leadership team will visit core content classrooms to provide supportive feedback for improving teaching & learning using the Strong Start Playbook; the schedule for visits will be determined based on forced ranking data. (CMS Goals 2 & 3 and CMS Guardrails 1, 2, 3, & 4)		Larenda Garvin	06/30/2026
<i>Notes:</i> 2024-2025: This action step will continue for the 2025-26 school year, as administrators will continue with Informal and formal class visits to provide supportive feedback to improve teaching and learning.				
7/25/24	The leadership team will provide professional learning opportunities that are aligned to improving the Instructional Planning Approach (unpacking, planning, modeling, & data meetings); teacher practice; lesson implementation (delivery, monitoring, & responding); observation & feedback; and school culture. (CMS Goals 2 & 3 and CMS Guardrails 1, 2, 3, & 4)		Larenda Garvin	06/30/2026
<i>Notes:</i> Update: This action will be ongoing for the 2025-26 school year. <ul style="list-style-type: none"> - Job embedded PD during PLC Meetings - Early Release Day PD - Eastway Learns Together videos <ul style="list-style-type: none"> - Continue to actions from 23-24 - August: provide training for all staff on the school-wide expectations for the Instructional Planning Approach & Response to Data systems/processes 				

	7/25/24	The principal will ensure the implementation of a school-based coaching plan that includes check-ins & support meetings for coaches to improve teaching & learning. (CMS Goals 2 & 3 and CMS Guardrails 1, 2, 3, & 4)		Larenda Garvin	06/30/2026	
	<p><i>Notes:</i> Coaching using the Get Better Faster Model from Relay GSE. This action will be continued in the 2025-26 school year.</p> <p>2024-2025: Leadership Team members implemented Relay GSE PD.</p> <p>2023-2024: Administrators and school leaders attended RELAY trainings and instructional leaders have also received coaching training from a consultant. Facilitators leverage this training to coach teachers to improve their practice and provide walk-through feedback weekly to teachers they coach.</p>					
	8/7/24	The principal will utilize Title I funds (\$13,000) to obtain a contract with the NC NTSP for coaching and support for 5 beginning teachers. The NTSP Coach will observe classroom practice to provide teachers with coaching, feedback & support; assist teachers with data collection & utilization; and design & facilitate professional development learning opportunities for all staff members. (CMS Goals 2 & 3 and CMS Guardrails 1 & 4)		Larenda Garvin	06/30/2026	
	<p><i>Notes:</i> 2025-2026:</p> <p>2024-2025: Funds were utilized for the Beginning Teacher Support Coach, and the UNCC coach observed and supported beginning teachers with observations, coaching, feedback and support. This was completed by the target date.</p>					
	9/15/25	Title I funds (\$24,250) were used to cover the differential costs for the MCL 2 for ELA (\$18250) and MCL 1 for Math (\$6,000). The MCLs will facilitate PLC meetings, lead learning walks for teachers, provide coaching & feedback using the Get Better Faster model, facilitate professional learning, etc. to ensure improvements to teaching and learning. (CMS Goals 2 & 3 and CMS Guardrails 1, 3, & 4)		Larenda Garvin	06/30/2026	
	<i>Notes:</i> Title I funds were used to pay the differential for the MCLs during 25-26					
	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
<i>Initial Assessment:</i>			Limited Development			

Goals:

The percentage of 6th-8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – on the Grade 6-8 Reading EOG will increase from 10.4% in SY2024-25 to 15% in SY2025-26.

The percentage of 8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – in Math I will increase from 70.8% in SY2024-25 to 80% in SY2025-26.

A. To what extent did you meet each of your 2024-2025 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

We achieved an increase in CCR for 6-8 Reading from 9.2% to 10.4%, but did not meet the target of 15%. While the GLP for Math I was 91.7%, we did not meet the target of 90% CCR; student CCR achievement during 24-25 for Math I was 70.8%.

B. What successes did you experience related to this indicator in meeting your goals this year?

Students scoring at the CCR level on the Grade 8 Math EOG was 10.5%; this was an increase of 2.7 from the previous school year. Overall GLP achievement for Grade 8 Math was 29.2%, which was an increase of 9.8 from the previous year. Successes include effective implementation of our instructional planning approach and response to data during content area PLC meetings; teachers providing small-group instruction to maximize student learning; learning walks facilitated by our instructional leaders to open up practice across our school; and practice clinics offered that supported teacher growth in alignment to school-wide expectations and the actions outlined in our SIP. Additionally, instructional leaders provided teachers with coaching to support improvements with teaching and learning.

C. What challenges are you facing in meeting your 2025-2026 SIP goal targets aligned to this indicator?

Ensuring English language proficiency among our MLL students; addressing adverse childhood experiences to effectively support students who have experienced trauma; and time for weekly class visits & working with each instructional leader in regards to their coaching caseloads. Additionally, we have experienced a decrease in Title I funding and position allotments due to the end of Covid relief funds and changes to the student weighted staffing model; hiring experienced teachers is a challenge; chronic absenteeism; and ensuring students get

acceleration support when needed while still providing access to standards aligned, grade level instruction & support

D. What opportunities exist to address these challenges in the 2025-2026 school year?

- Regular meetings with the Leadership Team to discuss teacher and student performance, plan practice clinics, review data, and monitor progress towards attainment of our goals
- Time scheduled to meet with Leadership Team members individually to discuss their progress with coaching & feedback and their facilitation of meetings, practice clinics, and professional learning opportunities
- Utilizing Success by Design model to address coaching needs of novice teachers and those who need additional support to achieve excellence
- Continued focus on effective implementation of our strategic instructional planning approach and response to data process to ensure intentionally planned small group instruction that addresses individual student needs
- Strategically designed schedule that maximizes the time each teacher and support team member has for instruction
- Reassign roles & responsibilities as we work to meet students' needs in spite of funding, allotment, and staffing challenges
- Continue using marketing strategies to attract experienced teachers
- Conduct home visits & provide intentional support to students and their families
- Ensure coaching using the Get Better Faster model

How it will look when fully met:

Increase GLP and CCR, and exceed growth, as measured by the NC EOG

Data points include, but are not limited to MVPA Benchmark assessments, iReady assessments, core content unit assessments, coaching notes, classroom visit/monitoring notes, and observation reports.

Larenda Garvin

06/30/2026

Actions		0 of 2 (0%)		
10/2/25	To ensure equity with human resources, we will implement the strategies and practices from RELAY GSE/NCILA and Harvard School Turnaround Leaders program to increase teacher and leader capacity around instructional best practices. (CMS Goal 2 and CMS Guardrail 1)		Larenda Garvin	06/30/2026
<p><i>Notes:</i> In order to mitigate inequities regarding human resources, district TLP, state TLP, and Title I funds and allotments will be used for one classroom teacher position, differential pay for one MCL1 and one MCL 2, and contracted service for BTSP coaching through UNCC for five beginning teachers. Use of funding and allotments aligns with the school's goals: the percent of students who score at the College and Career Ready (CCR) level in Math I will increase from 70.8% to 80% (Aligns to A2.04 & B3.03, CMS Goal 3, and CMS Guardrail 1.) and the percent of students who score at the College and Career Ready (CCR) level on the 6-8 Reading EOG will increase from 10.4 % to 15% (Aligns to A2.04 & B3.03, CMS Goal 2, and CMS Guardrail 1). The MCL 2 will train all leadership team members on effective implementation of the Relay GSE/NCILA coaching protocols from the Get Better Faster model. The principal will assign coaching caseloads to ensure teachers are coached and supported by leadership team members, district support staff, the UNCC BTSP coach, and the TFA coach.</p>				
10/2/25	Our school identified the following resource inequity, human resources. As a result, we plan to mitigate this inequity by utilizing allotment exchanges and funding to create positions that will provide instructional support to teachers through coaching and feedback cycles. (CMS Goal 2 and CMS Guardrail 1)		Larenda Garvin	06/30/2026

Notes: In order to mitigate inequities regarding human resources, district TLP, state TLP, and Title I funds and allotments will be used for one classroom teacher position, differential pay for one MCL1 and one MCL 2, and contracted service for BTSP coaching through UNCC for five beginning teachers. Use of funding and allotments aligns with the school's goals: the percent of students who score at the College and Career Ready (CCR) level in Math I will increase from 70.8% to 80% (Aligns to A2.04 & B3.03, CMS Goal 3, and CMS Guardrail 1.) and the percent of students who score at the College and Career Ready (CCR) level on the 6-8 Reading EOG will increase from 10.4 % to 15% (Aligns to A2.04 & B3.03, CMS Goal 2, and CMS Guardrail 1). The MCL 2 will train all leadership team members on effective implementation of the Relay GSE/NCILA coaching protocols from the Get Better Faster model. The principal will assign coaching caseloads to ensure teachers are coached and supported by leadership team members, district support staff, the UNCC BTSP coach, and the TFA coach.

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Goals:

The percentage of 6th-8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – on the Grade 6-8 Reading EOG will increase from 10.4% in SY2024-25 to 15% in SY2025-26.

The percentage of 8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – in Math I will increase from 70.8% in SY2024-25 to 80% in SY2025-26.

A. To what extent did you meet each of your 2024-2025 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

We achieved an increase in CCR for 6-8 Reading from 9.2% to 10.4%, but did not meet the target of 15%. While the GLP for Math I was 91.7%, we did not meet the target of 90% CCR; student CCR achievement during 24-25 for Math I was 70.8%.

B. What successes did you experience related to this indicator in meeting your goals this year?

Students scoring at the CCR level on the Grade 8 Math EOG was 10.5%; this was an increase of 2.7 from the previous school year. Overall GLP achievement for Grade 8 Math was 29.2%, which was an increase of 9.8 from the previous year. Successes include effective implementation of our instructional planning approach and response to data during content area PLC meetings; teachers providing small-group instruction to maximize student learning; learning walks facilitated by our instructional leaders to open up practice across our school; and practice clinics offered that supported teacher growth in alignment to school-wide expectations and the actions outlined in our SIP. Additionally, instructional leaders provided teachers with coaching to support improvements with teaching and learning.

C. What challenges are you facing in meeting your 2025-2026 SIP goal targets aligned to this indicator?

Ensuring English language proficiency among our MLL students; addressing adverse childhood experiences to effectively support students who have experienced trauma; and time for weekly class visits & working with each instructional leader in regards to their coaching caseloads.

D. What opportunities exist to address these challenges in the 2025-

Limited Development
07/25/2024

2026 school year?

- Regular meetings with the Leadership Team to discuss teacher and student performance, plan practice clinics, review data, and monitor progress towards attainment of our goals
- Time scheduled to meet with Leadership Team members individually to discuss their progress with coaching & feedback and their facilitation of meetings, practice clinics, and professional learning opportunities
- Utilizing Success by Design model to address coaching needs of novice teachers and those who need additional support to achieve excellence
- Continued focus on effective implementation of our strategic instructional planning approach and response to data process to ensure intentionally planned small group instruction that addresses individual student needs
- Strategically designed schedule that maximizes the time each teacher and support team member has for instruction

How it will look when fully met:

In order to achieve full implementation & ensure the Opportunity Score for this Indicator is "3 - Easy to Address," the district must provide the personnel for each school to ensure that interventions are carried out with integrity and fidelity, every day (MTSS Interventionists for each Content Area; MTSS Assistants for each Content Area; School Counselors for each grade level; student support services staff members for each grade level; and additional teachers & instructional assistants to support small group instruction for all students across the school).

Full implementation will be achieved when:

- Every student is performing at or above grade level expectations
- Our core positive reinforcement system for behavior, the Jaguar Pride Plan, is implemented by 100% of staff to ensure that no students require tier 2 or tier 3 behavior support and intervention
- The MTSS Lead engages and participates in core content area PLCs for each grade level
- Qualitative & quantitative data is analyzed with an intentional focus on ensuring every student is performing at or above grade level with academics and every student is fully supported with

**Kris Wawer - DOE
9/13/23**

06/30/2026

positive reinforcement to eliminate unwanted behaviors

- At every grade level and for each content area, every teacher and instructional staff member provides high quality, rigorous core instruction that is aligned to the standards and is in response to student performance and achievement data. See below for additional guidance on content.

- For every lesson, all students will be given the opportunity to receive the content. As a part of tier 1 instruction, teachers are will differentiate their lesson based on the learning needs of the students in front of them. Teachers will display use of data-based decisions in differentiating instruction through different modes including pulling some students into a teacher-directed small group to reteach parts of the lesson that formative assessments indicated the students did not grasp or assigning groupings of students based on elements of the lesson that need to be reinforced. This requires teachers to have a solid lesson plan (see below for planning components) as well as ability to get in-the-moment data through academic monitoring and then using that data to develop in-the-moment groups based on the formative data. These groupings may be homogenous with all the students within the group needing reinforcement of a particular concept or they may be heterogeneous with students learning from one another (stronger students taking the lead, but all students having a role in the group; (Rogers, 1996; Tomlinson, 1995, 2003).

- The percent of students who score at the College and Career Ready (CCR) level on the 6-8 Reading EOG will increase from 10.4 % to 15%.

- The percent of students who score at the College and Career Ready (CCR) level in Math I will increase from 70.8% to 80%.

Actions		0 of 4 (0%)		
7/25/24	The MTSS leadership team will provide training for staff members so they are knowledgeable of the MTSS system and processes so they may effectively support students who are not meeting grade level expectations through core instruction and support. (CMS Goals 2 & 3 and CMS Guardrails 1, 2, & 3)		Camille Caines	06/30/2026
<i>Notes:</i> The staff was trained on the MTSS process and Branching Minds as well as the use of i-Ready assessments and interventions. This action will continue into the 2025-26 school year as new staff members are added.				

7/25/24	Instructional leaders will facilitate PLC meetings using the school-wide instructional planning approach; provide consistent coaching using Get Better Faster; guide teachers with analyzing and responding to data; and provide additional support through co-teaching, modeling, and practice clinics to ensure improvements with teaching and learning. (CMS Goals 2 & 3 and CMS Guardrails 1 & 4).		Kris Wawer - DOE 9/13/23	06/30/2026
<p><i>Notes:</i> Update: This action will continue for the 2025-26 school year. MCLs for ELA and Math facilitate in PLC meetings as well as providing coaching and support to teachers in these content areas. They provide guidance in analyzing and responding to data as well as providing co-teaching, modeling, resources, and other supports. These leaders meet with each grade level PLC for planning purposes at least twice weekly. Small group instruction PD will be provided for all staff throughout the year.</p>				
9/4/24	Instructional leaders and teacher leaders will facilitate professional learning through practice clinics, PD, learning walks, and coaching to ensure improvements with teaching and learning (i.e., small group instruction; co-teaching success; academic monitoring; academic conversations/guided discourse; Capturing Kids' Hearts; etc.). (CMS Goals 2 & 3 and CMS Guardrails 1, 2, 3, & 4)		Kris Wawer - DOE 9/13/23	06/30/2026
<p><i>Notes:</i> August: CKH refresher; practice clinics on school-wide expectations; Eastway Behavior Plan; and Jaguar Pride Plan</p> <p>September: Co-Teaching Success, a 2 part series; Student Services Supports & Tiered Attendance Plan;</p>				
7/25/24	The MTSS Leadership Team will continue to collaborate to implement a school-wide system and process for providing targeted interventions so we may ensure a strategic and structured system of support exists that is aligned with district and state expectations. (CMS Goals 2 & 3 and CMS Guardrails 1, 2, & 3)		Camille Caines	09/30/2026
<p><i>Notes:</i> MTSS Leadership Team will meet and collaborate to implement a school-wide system and process for providing targeted interventions based on i-Ready assessments and utilizing i-Ready interventions.</p>				

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>		Goals:	Limited Development 07/25/2024		

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The percentage of 8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – in Math I will increase from 70.8% in SY2024-25 to 80% in SY2025-26.

A. To what extent did you meet each of your 2024-2025 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

We achieved an increase in CCR for 6-8 Reading from 9.2% to 10.4%, but did not meet the target of 15%. While the GLP for Math I was 91.7%, we did not meet the target of 90% CCR; student CCR achievement during 24-25 for Math I was 70.8%.

B. What successes did you experience related to this indicator in meeting your goals this year?

Students scoring at the CCR level on the Grade 8 Math EOG was 10.5%; this was an increase of 2.7 from the previous school year. Overall GLP achievement for Grade 8 Math was 29.2%, which was an increase of 9.8 from the previous year. Successes include effective implementation of our instructional planning approach and response to data during content area PLC meetings; teachers providing small-group instruction to maximize student learning; learning walks facilitated by our instructional leaders to open up practice across our school; and practice clinics offered that supported teacher growth in alignment to school-wide expectations and the actions outlined in our SIP. Additionally, instructional leaders provided teachers with coaching to support improvements with teaching and learning.

C. What challenges are you facing in meeting your 2025-2026 SIP goal targets aligned to this indicator?

Ensuring English language proficiency among our MLL students; addressing adverse childhood experiences to effectively support students who have experienced trauma; and time for weekly class visits & working with each instructional leader in regards to their coaching caseloads.

D. What opportunities exist to address these challenges in the 2025-2026 school year?

- Regular meetings with the Leadership Team to discuss teacher and

student performance, plan practice clinics, review data, and monitor progress towards attainment of our goals

- Time scheduled to meet with Leadership Team members individually to discuss their progress with coaching & feedback and their facilitation of meetings, practice clinics, and professional learning opportunities

- Utilizing Success by Design model to address coaching needs of novice teachers and those who need additional support to achieve excellence

- Continued focus on effective implementation of our strategic instructional planning approach and response to data process to ensure intentionally planned small group instruction that addresses individual student needs

- Strategically designed schedule that maximizes the time each teacher and support team member has for instruction

How it will look when fully met:

- At full implementation, student performance will increase so the goals of our SIP will be achieved
- Class Visit data will indicate that 100% of teachers are delivering standards-aligned instruction
- Students are actively engaged in learning and doing the lift during instruction
- Teachers are facilitating instruction through standards-aligned, rigorous questions and tasks
- Students are engaged in academic conversations for accountable talk
- Student tasks are intentional, rigorous, and aligned to the standards for the grade level and content area
- Small group instruction is data-driven and personalized for individual students
- All content PLCs are collaborative and high-performing with an intentional focus on response to data
- MLL and EC teachers are engaged and active participants in the content PLC meetings
- All professional learning opportunities are differentiated to ensure individual teachers and staff engage in "just right" learning for their growth & development
- Vertical Teams are collaborative and high-performing with an intentional focus on ensuring effective vertical articulation across the school for each content area
- We will exceed growth expectations as measured by the NC EOG assessments.
- The percent of students who score at the College and Career Ready (CCR) level on the 6-8 Reading EOG will increase from 10.4% to 15%.
- The percent of students who score at the College and Career Ready (CCR) level in Math I will increase from 70.8% to 80%.

**Kris Wawer - DOE
9/13/23**

06/30/2026

Actions		0 of 9 (0%)		
7/25/24	The Assistant Principal will ensure strategic schedules are in place for EC and MLL Teachers so targeted support is provided for students with IEPs and/or who are identified as an MLL. (CMS Goals 2 & 3 and CMS Guardrail 1)		Jill Barclay - DOE 8/30/2024	06/30/2026
<p><i>Notes:</i> Update: This action was completed and will be in place for the 2025-26 school year.</p> <p>Schedules are in place for EC and MLL teachers to provide targeted support for students with IEPs and/or who are identified as MLLs (Goal 2.)</p>				
7/25/24	PLC teams will follow our school-wide instructional planning approach (unpacking, planning, modeling, and data) with a focus on utilizing results to develop targeted small group instruction plans and provide students with necessary feedback and support to achieve mastery. The leadership team will provide coaching, feedback, and support to teachers and staff members when needed, to support successful implementation. (CMS Goals 2 & 3 and CMS Guardrails 1 & 4)		Kris Wawer - DOE 9/13/23	06/30/2026
<p><i>Notes:</i> Update: This action was completed and will continue into the 2025-26 school year.</p> <p>A schedule has been created for facilitators and MCLs to conduct learning walks on at least a bi-weekly basis and to calibrate their results to plan for targeted professional development to be conducted during early release days and/or as needed. Administrators routinely monitor PLCs for all core content areas and provide feedback to facilitators, MCLs and teachers with the focus on utilizing data and providing targeted small group instruction to help students achieve mastery.</p>				
7/25/24	Teachers will engage in Learning Walks to provide their colleagues with feedback on implementation of district and school expectations, while using their experience in classrooms to improve their own practice. (CMS Goals 2 & 3 and CMS Guardrails 1 & 4)		Kris Wawer - DOE 9/13/23	06/30/2026
<p><i>Notes:</i> Update: This action will continue for the 2025-26 school year.</p> <p>Peer learning walks will be conducted, and teachers will provide colleagues with feedback on implementing school-wide and district expectations.</p>				

7/25/24	The principal will utilize Title I funds (TBD based on final budget) to provide extended employment during Summer Session I, June 2026. Designated faculty members will work with the Principal to develop a plan for the upcoming school year (teaching and learning, MTSS, SEL, culture and team building, etc.). We will review multiple data points from the current school year to make adjustments to our practice & expectations for the upcoming school year and to plan professional learning opportunities for teachers & staff. (CMS Goals 2 & 3 and CMS Guardrails 1, 2, 3, & 4)		Larenda Garvin	06/30/2026
<i>Notes:</i> Title I funds will be allocated for extended employment for the Summer Session I, June 2026 to allow designated faculty members to work with the principal on developing a plan for the upcoming school year related to improving teaching and learning, MTSS, SEL, culture and team building.				
5/31/25	The principal will provide duty-free instructional planning time for teachers. (CMS Goals 2 & 3 and CMS Guardrails 1 & 4)		Larenda Garvin	06/30/2026
<i>Notes:</i> This action was completed and will continue for the 2025-26 school year. Principal will establish a school meeting calendar that provides duty-free instructional planning for teachers weekly.				
9/15/25	The principal will utilize Title I funds (\$30,000) to purchase resources, supplies, and materials needed for teachers to effectively implement planned lessons and provide evidence-based interventions. Teachers will collaborate during weekly PLC meetings to develop rigorous lesson plans, incorporating the resources and materials purchased to ensure students are supported. (CMS Goals 2 & 3 and CMS Guardrails 1, 2, 3, & 4)		Larenda Garvin	06/30/2026
<i>Notes:</i>				
9/15/25	Title I funds (\$53,423.53) will be used to hire an additional teacher to provide instruction for students (CMS Guardrail 1)		Larenda Garvin	06/30/2026
<i>Notes:</i>				
9/15/25	Title I funds (\$5,000) will be used to support students with field trip costs. (CMS Goals 2 & 3 and CMS Guardrails 1 & 3)		Jill Barclay - DOE 8/30/2024	06/30/2026
<i>Notes:</i> Once the PLCs have determined the field trip(s), additional details will be included below.				
10/2/25	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.		Jill Barclay - DOE 8/30/2024	06/30/2026

Notes:

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4A: Build a strong community intensely focused on student learning

	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:

Goals:

The percentage of 6th-8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – on the Grade 6-8 Reading EOG will increase from 10.4% in SY2024-25 to 15% in SY2025-26.

The percentage of 8th grade students who score at the College and Career Ready (CCR) level – a 4 or 5 – in Math I will increase from 70.8% in SY2024-25 to 80% in SY2025-26.

A. To what extent did you meet each of your 2024-2025 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

We achieved an increase in CCR for 6-8 Reading from 9.2% to 10.4%, but did not meet the target of 15%. While the GLP for Math I was 91.7%, we did not meet the target of 90% CCR; student CCR achievement during 24-25 for Math I was 70.8%.

B. What successes did you experience related to this indicator in meeting your goals this year?

Students scoring at the CCR level on the Grade 8 Math EOG was 10.5%; this was an increase of 2.7 from the previous school year. Overall GLP achievement for Grade 8 Math was 29.2%, which was an increase of 9.8 from the previous year. Successes include effective implementation of our instructional planning approach and response to data during content area PLC meetings; teachers providing small-group instruction to maximize student learning; learning walks facilitated by our instructional leaders to open up practice across our school; and practice clinics offered that supported teacher growth in alignment to school-wide expectations and the actions outlined in our SIP. Additionally, instructional leaders provided teachers with coaching to support improvements with teaching and learning.

C. What challenges are you facing in meeting your 2025-2026 SIP goal targets aligned to this indicator?

Ensuring English language proficiency among our MLL students; addressing adverse childhood experiences to effectively support students who have experienced trauma; and time for weekly class visits & working with each instructional leader in regards to their coaching caseloads.

D. What opportunities exist to address these challenges in the 2025-

Limited Development
07/25/2024

2026 school year?

- Regular meetings with the Leadership Team to discuss teacher and student performance, plan practice clinics, review data, and monitor progress towards attainment of our goals
- Time scheduled to meet with Leadership Team members individually to discuss their progress with coaching & feedback and their facilitation of meetings, practice clinics, and professional learning opportunities
- Utilizing Success by Design model to address coaching needs of novice teachers and those who need additional support to achieve excellence
- Continued focus on effective implementation of our strategic instructional planning approach and response to data process to ensure intentionally planned small group instruction that addresses individual student needs
- Strategically designed schedule that maximizes the time each teacher and support team member has for instruction

How it will look when fully met:

- The number of reported incidents related to bullying will decrease
- The out-of-school suspension rate will decrease
- 100% of teachers & staff will implement the Capturing Kids' Hearts strategies and methods with fidelity in all classrooms
- 100% of teachers & staff will implement the daily SEL lessons with integrity
- The number of students participating in the school-wide reward and incentive programs such as PBIS points, positive principal referrals, and other schoolwide incentive programs will increase
- The chronic absentee rate will decrease based on the school-wide attendance plan linked here: [Tiered Attendance Plan](#)

Larenda Garvin

06/30/2026

Actions

1 of 9 (11%)

5/31/25

The principal will assign duty-free lunch for teachers once cafeteria protocols and procedures have been established.

Complete 09/15/2025

Larenda Garvin

10/31/2025

	<p><i>Notes:</i> Update: This action was completed and will be continued for the 2025-26 school year.</p> <p>Teachers will be given the opportunity to have duty-free lunch once cafeteria protocols and procedures have been established to ensure a safe and orderly environment for students.</p>			
10/2/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher in alignment with the policy which indicates it is provided in accordance with maintaining the safety of students.		Jill Barclay - DOE 8/30/2024	06/30/2026
	<i>Notes:</i>			
10/2/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Natika McPherson	06/30/2026
	<i>Notes:</i>			
7/25/24	The student services team will implement a mentoring system, Champions for Kids, in which teachers and staff members are strategically assigned to serve as mentors to students in need of support. (CMS Goals 2 & 3 and CMS Guardrails 1, 2, & 3)		Camille Caines	06/30/2026
	<p><i>Notes:</i> Update: This action will continue for 2025-26 school year.</p> <p>This program was implemented in the 2022-23 and 2023-24 school years and will be implemented again in the 2024-25 school year.</p> <p>Update 12/2: Champions for Kids has been implemented for the 2024-25 school year.</p>			
7/25/24	All staff will implement a positive reinforcement system, the Jaguar Pride Plan, to ensure core behavior support is in place for all students, school-wide; teachers & staff will receive support with implementing the plan throughout the year, as needed. Members of the Student Services PLC will ensure full implementation of the Jaguar Pride Plan by monitoring students' weekly points and working with designated students in need of support; conducting class visits & providing teachers with feedback; and designing data-driven Character Ed & SEL lessons and providing instruction for designated students during the end of quarter events. (CMS Goals 2 & 3 and CMS Guardrails 1, 2, & 3)		Natika McPherson	06/30/2026

Notes: 25-26 Title I funds in the amount of \$3,256.88 (including taxes) will be used to help fund the PBIS program to reward students who are adhering to the Jaguar Pride Plan and exhibiting the school's pillars of success: respect, responsibility and safety. This aligns with the school goals 3, 7, and 9 and guardrail 3.

24-25 Title I funds in the amount of \$2,950 (excluding taxes) will be used to help fund the PBIS program to reward students who are adhering to the Jaguar Pride Plan and exhibiting the school's pillars of success: respect, responsibility and safety. This aligns with the school goals 3, 7, and 9 and guardrail 3.

7/25/24 Teachers will provide daily SEL instruction, implement the Capturing Kids Hearts resources, and utilize other materials and resources related to improving the social & emotional skills of our students. (CMS Guardrails 2 & 3)

Natika McPherson

06/30/2026

Notes: Daily SEL lessons are taught school-wide; the lessons are developed by Natika McPherson

7/25/24 The leadership team will identify students who will serve as leaders and members of Student Leadership Action Teams. (CMS Guardrail 3)

Natika McPherson

06/30/2026

Notes:

7/25/24 The principal will utilize Title I funds (a portion of the \$30,000 in Supplies & Materials) to purchase supplies, materials, and resources that will support our school-wide efforts related to ensuring effective implementation of SEL and our Jaguar Pride Plan. (CMS Guardrail 3)

Larenda Garvin

06/30/2026

Notes: 2025-2026:

- PBIS Platform = \$3,411.59
- Once the SIT determines the supplies, materials, & resources needed, vendors and additional details will be included below.

Previous Years:

- School Smart Goal - We will implement SEL practices to reduce chronic absenteeism by 5% for 2024-25. (Guardrail 3)
- Purchased PBIS for \$2,950 (excluding tax)
- Purchased items for the School Store (some items funded through Title I, some through P-Card purchases, & some through community partners)
- Jaguar Pride Celebration

9/4/24	The student services team will implement the school-wide attendance plan: https://docs.google.com/document/d/1pfdHyoAbT_rHyisHMiZ5m0Siz_tPW6_kkROkXlBj5qA/edit?usp=sharing (CMS Guardrail 3)		Camille Herring	06/30/2026
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Notes: Update: This action was completed and will continue into the 2025-26 school year.