

## Comprehensive Progress Report

**Mission:**

MLK Middle School creates an environment that is safe and affirming, where all individuals feel valued and learning is an experience.

**Vision:**

The vision of Martin Luther King, Jr. Middle School is to nurture and support the whole child to maximize potential, prepare, and place all students on a pathway to prosperity.

**Goals:**

The percent of students scoring Grade Level Proficient (GLP), on Science End of Grade assessments in grade 8 will increase from 34.2% in SY 2024-2025 to 75% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Percent of students scoring CCR (college and career ready) on Math 1 End-of-Course assessments will increase from 80% in September 2025 to 100% by June 2026. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of identified ML students that meet their yearly progress will increase from 24.7% to 35%. (Aligns to CMS Guardrail 1)

The percent of Chronic Absenteeism will decrease from 53% in SY2024-25 to 20% in SY2025-26(Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 95% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

The number of OSS/ISS incidents will decrease to 20% in SY2025-26(Aligns to A1.07, A4.06 and CMS Guardrail 2)

Percent of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 6-8 will increase from 27.1% in September 2025 to 50% by June 2026 (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), African American students, on Math End of Grade assessments in grades 6-8 will increase from 19.4% in September 2025 to 50% by June 2026 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)



! = 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>		<p>The leadership team continues to prioritize instructional excellence.</p> <p>During the 2023-2024 school year, a team of instructional leaders was established to provide intentional coaching to teachers. Previously, instructional coaches were used to fill vacancies, and as a result, student achievement dropped in the 2022-2023 school year. These challenges proved to hurt success overall.</p> <p>In 2023-2024, instructional leaders such as Academic Facilitator, Math MCL, and ELA MCL provided instructional coaching to specific PLCs. Two Math MCLs prioritized Math 6, and then Math 7 and 8. The ELA MCL prioritized coaching for 7th and 8th grade. Changes in staffing provided challenges for accountability for instructional leaders to coach high need staff.</p> <p>Opportunities for this year include reteaming the roles of each MCL and including administrators in providing instructional coaching. Instructional coaches should prioritize needs-based assessment for coaching and then determine the next best course of action (modeling, additional planning, or one on one conversations).</p>	Limited Development 08/06/2024			
<i>How it will look when fully met:</i>		<p>All instructional leaders are held accountable to providing timely and effective feedback.</p> <p>Based on feedback, a measurable goal associated with this would be that 100% of professional staff and 100% of Beginning Teachers are at minimally the proficient level on the NC Evaluation system scale.</p> <p>Upon completion of this goal, full implementation means that all instructional leaders can show progress over time for teachers on their coaching cohort. (Guardrail 1, Goal 2, Goal 3)</p>		Dr. Phillip Johnson	06/30/2026	
<b>Actions</b>			<b>3 of 4 (75%)</b>			
	8/6/24	The principal will develop a walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management in alignment with the MLK Strong Start Playbook. (Goal 2, Goal 3, Guardrail 1, FAM-S 3)	Complete 11/12/2024	Jessica Savage	11/12/2024	

<i>Notes:</i>							
10/7/24	The leadership team will utilize Title I funds to provide opportunities for ML co-teachers and general education teachers to participate in professional development workshops related to improving Multilingual Learner instruction (Association for Co-Teaching Conference). (Goal 2, Goal 3)			Complete 11/29/2024	Jessica Savage	11/30/2024	
<i>Notes:</i> Teachers attended the professional development in order to improve their instructional practices, and in turn, their students GLP and CCR. Vender: Association for Co-Teaching Conference. Cost: \$75 per person, Total: \$225  Aligned goal: The percentage of ML students who meet their language goals will increase from 5% to 20%.							
10/8/24	The leadership team will utilize Title I funds to provide opportunities for general education teachers to participate in professional development workshops related to improving instruction and in turn, student achievement. (Goal 2, Goal 3)				Dr. Phillip Johnson	06/30/2025	
<i>Notes:</i>							
8/6/24	The Leadership Team will complete weekly walkthroughs and provide staff with immediate feedback on standards-aligned instruction. . Data collected will be used to determine staff members and to assign coaches and in-class push in support. (Goal 2, Goal 3, Guardrail 1, FAM-S)			Complete 11/01/2024	Dr. Phillip Johnson	06/15/2026	
<i>Notes:</i>							
<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>			<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>				Limited Development 09/13/2023			
<p>The SIP goal(s) that aligns to this indicator are:</p> <ul style="list-style-type: none"> <li>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 0.8% in SY2021-22 to 14.4% in SY2022-23 and 28% in SY2023-24.</li> <li>We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.</li> </ul> <p>Based on preliminary data as of June 2024, overall 8th grade math CCR increased to 2.5% from 0.8%. Meanwhile, Math 1 CCR increased to 67.6%. While CCR gains were made, we did not fully meet our SIP goal</p>							

for this year.

Overall proficiency shows 11.6% of students demonstrating grade level proficiency. 8th grade math 1 proficiency increased 45 percentage points, with 97.3% of those students demonstrating grade level proficiency.

As of June 2024, EVAAS data has not yet been released by the state. Once the data is released in the fall we will review our growth progress and develop action steps accordingly.

A success was that we began the year with 180 students receiving targeted reading intervention during academic enrichment. Eventually, all 6th grade students received intentional literacy instruction during academic enrichment blocks every day (291) for 45 minutes from Monday through Friday. Students were grouped intentionally based on their achievement levels and incorporated a wide array of skills including identifying letters, sounds, and language acquisition skills. As data was received, student groups were adjusted on a weekly and then monthly basis to reflect their present levels.

Challenges include daily staffing absences. When teachers were absent, and students needed to be dispersed, students missed out on the additional instruction time for the literacy program. Additionally, due to the limited amount of programming and newly enrolled students, there was often a lag in getting students enrolled into the program.

An opportunity for next year is that we have rebuilt the master schedule to allow for more intentional intervention times between each grade level. Grade levels will be on different intervention schedules. This will provide instructional support staff time to transition between grade levels rather than only having one block of time to support students and teachers.

<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <p>All staff are onboarded to the MLK Strong Start Playbook prior to the start of school. Teachers will demonstrate an understanding of the high leverage practices and highly effective teachers will be used to model specific skills from the book. Walkthrough data will indicate that the practices are being fully implemented in 100% of classrooms.</p> <p>This relates to Time Inequity because Teacher workdays at the start of the year do not allow for the needed amount of time to effectively train teachers. This year, we utilized funds to provide stipends for teachers to return up to 3 days early. During this time, teachers were trained on effective strategies to have a strong start to the school year. This also provided time for teachers to feel prepared for the upcoming year before open house around district required trainings.</p>		<p><b>Dr. Phillip Johnson</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>8/7/24</p>	<p>Within the 2025-2026 school year, our school identified the following resource inequity, time; as a result, our school plans to mitigate this inequity by implementing additional back to school MLK Strong Start professional development through CSI Title I funding. (Aligns to Goals 2 and 3, Guardrail 1 and 4)</p>		<p>Phillip Johnson</p>	<p>06/09/2025</p>
<p><i>Notes:</i></p>				
<p>12/2/24</p>	<p>Utilize Title I Funding sources to purchase needed instructional supplies including maker space materials and other instructional needs. Aligns to A1.07, A4.06 and CMS Guardrail 3</p>		<p>Phillip Johnson</p>	<p>06/10/2025</p>

Notes: Maker Space instructional supply items \$6000.00  
Other instructional supplies: \$5000.00

Monitors and robots for the maker space in the media center

SPHERO INC (Robots)  
\$3,809.56

CDW GOVERNMENT INC (monitors)  
\$1,840.00

Direct School Supplies-\$15,895

Supplies to support instruction will be purchased including pens,  
pencils, markers, notebooks, headphones, lettering, mini-whiteboards.

Staples-9,788.41  
Supplies to support instruction will be purchased including pens,  
pencils, markers, notebooks, staplers, color paper, graph paper, tape,  
highlighter, dividers, notebooks, binders

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
<i>Initial Assessment:</i>		<p>Currently, the master schedule has been retooled to better serve student needs based on data from the 2023-2024 school year. Our current hiring plan has restructured our student services disciplinary team to use a hierarchy developed from Capturing Kids' Hearts best practices.</p> <p>When it is fully implemented, our school will consistently implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.</p>	Limited Development 08/07/2024		
<i>How it will look when fully met:</i>		When this objective is fully met, the entire MLK student support team will utilize Branching Minds to track student interventions and make proactive decisions regarding behavioral support for students to remain in the classroom for instructional time. Common assessment data will be regularly used to track student mastery and plan instruction from teachers. Additionally, all staff will be trained in the administration of iReady and how to analyze student achievement data. (Guardrail 1)		Dr. Phillip Johnson	06/30/2026
<i>Actions</i>			<b>0 of 2 (0%)</b>		
	8/7/24	Grade level PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Guardrail 1, Goal 4, and FAM-S 3)		Phillip Johnson	06/12/2026
<i>Notes:</i>					
	8/7/24	Student Service, Discipline Team & Admin Team will review monthly D/F reports, absenteeism reports, incident reports, BMT classroom call log to determine students in need of supplemental and intensive interventions. (Goal 4, Guardrail 3)		Dr. Phillip Johnson	06/12/2026
<i>Notes:</i>					

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
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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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<i>Initial Assessment:</i>			<p>Currently, MLK has been identified as a Rising Star school through the Capturing Kids' Hearts program. Teachers regularly implement, greeting at the door, Good Things, and we are working to develop launch routines.</p> <p>The SIP goals that align to this indicator are:</p> <p>The percent of students reporting a positive self-perception of their self-efficacy will increase from 34% on the Fall 2021 Panorama Screener (in Grades 6-12) to 42% in SY2022-23 and 50% in SY2023-24. Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 19.5% in SY2021-22 to 14.5% in SY2022-23 and 9.5% in SY2023-24.</p> <p>The updates from North Carolina SB-49 impacted our ability to conduct school-wide screening of the Panorama Survey. According to Spring Panorama Survey data, self efficacy among our students increased from 36% to 39% from spring 2023 to spring 2024. While the percentage increased, we did not fully meet our SIP goal of 50%.</p> <p>As of June 2024, preliminary data shows our OSS disproportionality for Black students to be at 22.8%. This is an increase from the percentages reported for the 2022-2023 school year. The number of Black students suspended this year decreased, but we did not reach our SIP goal of 9.5%.</p> <p>Successes for the 2023-2024 school year include students receiving 10 day absence letters. Social workers and counselors conducted home visits to get families engaged to create plans to increase student attendance. The MTSS team met to discuss the implementation of interventions, which aligned to the Standard Treatment Protocol. There was also a decrease in the number of physical altercations that took place among our students. Many students sought out our Behavior Support Coordinator and BMTs to conduct mediations as a preventative measure.</p> <p>Challenges that we faced are that many of our students deal with outside factors that impact their behavior and achievement. Social</p>	Limited Development 08/07/2024		
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media has a strong impact on our students' abilities to regulate their emotions. A number of altercations stemmed from events occurring outside of the school environment. Administrators and BMTs made proactive communication a priority to connect with parents and make them aware of student disagreements or struggles related to social media use. SMART program referrals were utilized throughout the year. This year, our student services team will intentionally plan and align SEL lessons in homeroom addressing healthy behaviors.

In 2024-2025, we are looking to reduce the number of incidents from 439 to 350. (Guardrail 3)

**How it will look when fully met:**

During the 2025-26 school year we expect to see a 20% reduction in the number of students assigned an out of school and/or in school suspension. Students will receive a daily SEL lesson created by counselors in homeroom. We will have a 10% decrease in the number of bullying incidents and a 10% decrease in the number of students removed from class. All teachers, administrators, support staff, including counselors and BMTs will adopt Capturing Kids' Hearts strategies to support students. Our attendance plan will be communicated to all staff prior to the start of school and accountability checks will be in place by administration. As a result, we reduce our chronic absenteeism by 30%.

**Natasha Miles**

**06/30/2026**

**Actions**

**0 of 4 (0%)**

8/7/24 Utilize support staff and BMTs (provisioned with Title I funds) to develop and execute tier 2 and tier 3 interventions and progress monitoring for students that demonstrated a need. (Aligns to A1.07, A4.06 and CMS Guardrail 2, FAM-S 3)

Natasha Miles

06/12/2026

*Notes:*

8/7/24 Develop a school-wide Behavior Matrix and train staff and students on expectations. Additional training will be provided throughout the year during staff meetings and/or student assemblies based on staff and student needs. (Aligns to A1.07, A4.06 and CMS Guardrail 2, FAM-S 30)

Phillip Johnson

06/12/2026

*Notes:*

8/7/24	Teachers will implement Capturing Kids' Hearts practices (Morning Meetings, Journaling, Good Things, Signals, Social Contracts) as our Schoolwide Core Social-Emotional Practices to support the SEL needs of students. (Guardrail 3, FAM-S 31)		Phillip Johnson	06/12/2026
<i>Notes:</i>				
8/7/24	Create and communicate our school-wide attendance plan. Create and implement systems of accountability to ensure the plan is being followed at all steps. (Aligns to A1.07, A4.06 and CMS Guardrail 3)		Natasha Miles	06/12/2026
<i>Notes:</i>				