

## Comprehensive Progress Report

**Mission:**

Our mission is to provide students with a holistic education, which engages them in vigorous academic work, both independent as well as cooperative, challenges them to work with grace and courtesy in community, and to practice self-evaluation as a way to reflect on academic as well as personal growth.

**Vision:**

We are a forward-thinking school, aiming to prepare our students not only for post-secondary education, but for all of life, by equipping them with a compassionate global perspective and a deep understanding for the core values of commitment, community, initiative, compassion and responsibility. This type of holistic education is one that guides our students on the path to becoming confident and capable humans, able to adapt to anything life presents.

**Goals:**

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 57.5 % in SY2024-25 to 62.5% in SY2025-26 (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will maintain 100 % from SY2024-25 to SY2025-26. (Aligns to A4.10 and A4.16 and CMS Goal 4)

All staff will base their interactions with students and colleagues with a firm understanding of Montessori's Third Plane of Development, displaying knowledge of adolescent development, and social-emotional learning based on student surveys (A4.06, E1.06, Guardrail 3).

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 7-8 will increase from 85.5 % in SY2024-25 to 90.5% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Guardrail 1: The percentage of students scoring Grade Level Proficient on 8th grade science assessment will increase from 87.8% to 92.8% (Aligns to A4.01, B3.03, D1.02, and CMS Guardrail 1)

Guardrail 4: The school will retain 90% of licensed and effective classroom teachers throughout the 25-26 school year of staff remaining within CMS. (Aligns to C3.04 and 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
<b>Initial Assessment:</b>		<p>To address indicator B3.03 in accordance with CMS Goal 1, 2, and 4, our goal was to host monthly beginning teacher support meetings, conduct regular classroom walk-throughs, and utilizing our math and English leds to coach and give feedback.</p> <p>The successes we experienced related to this indicator in meeting our goal is that School administrators along with central office staff completed learning walks throughout the school year. During formal observations and walk-throughs, teachers were provided feedback. All mentors meet with new teachers monthly, as outlined in the mentor plan. During the meetings, teachers were introduced to support systems at JT Williams, effective instructional strategies that align with the Montessori philosophy, and using positive discipline practices in the classroom. The principal and support staff attended and implemented Relay training.</p> <p>Challenges include consistency with weekly classroom walk-throughs and co-teaching opportunities with the master schedule.</p> <p>For the 25-26 school year we will focus on increased opportunities for co-teaching, Montessori coaching tools, and peer observation.</p>	Limited Development 07/18/2024		
<b>How it will look when fully met:</b>		When this objective is fully met, all teachers will receive regular coaching and feedback to maximize their instructional effectiveness. Using the appropriate coaching feedback/ Relay strategies student will receive the just right instruction needed to show appropriate/adequate growth		Melanie Francis	06/13/2026
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	7/18/24	The principal will develop and implement a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, Montessori structures and processes, tiered interventions, and classroom management. (Aligns to All goals and FAM-S 3)		Melanie Francis	06/15/2026
<i>Notes:</i>					

9/3/24 The principal will develop and implement a coaching plan to allow each teacher to have regular and direct support with instruction as well as behavior. (Guardrail 4)

Melanie Francis

06/15/2026

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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>To address indicator A4.01 in accordance with CMS Goal 1 and 4, our goal was for students to meet or exceed growth projections. In 8th grade math, 90% of students met or exceeded their EVAAS projections and 100% met or exceeded 8th grade math. In Math 1, 100% of students met or exceeded their EVAAS projection.</p> <p>The successes we experienced related to this indicator in meeting our goal is that we utilized a Master Math teacher to coach and co-teach with our Math 1 teacher as well as with our middle school math teachers. We utilized data to form math and reading intervention groups for during our Montessori Elements block and also provided co-teaching support in class with interventionists and EC teachers.</p> <p>The challenges that we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator are finding time in the master schedule to deliver more intensive interventions when needed.</p> <p>Next year we will be increasing our co-teaching model with the EC teachers.</p>	Limited Development 07/18/2024		
<i>How it will look when fully met:</i>		When this objective is fully met, we will have all of our students meeting or exceeding their EVAAS projections. We will utilize i-Ready data to determine students in need and consult the Standard Treatment Protocol for appropriate interventions.		Melanie Francis	06/13/2026
<i>Actions</i>			<b>0 of 2 (0%)</b>		
	9/3/24	Student services will review monthly D/F reports, absenteeism reports, and GSI reports to develop and implement interventions/supports for individual students. (FAM-S3, Goal 4, Guardrail 3)		Sedrick Singletary	01/23/2026
<i>Notes:</i>					

8/8/24 We will use our MTSS team, master teachers, and standard treatment protocol to provide appropriate interventions for students in need of tiered support. (Goal 2, FAM-S3)

Melanie Francis

06/15/2026

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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>To address indicator A2.04 in accordance with CMS Goal 2, our goal was to increase our HS Math 1 CCR from 19.2% in SY2021-22 to 24.2% in SY2022-23 and 29.2% in SY2023-24. Our results were 14.8% CCR which was a decrease from 21-22 but a 6.2% increase from 22-23.</p> <p>The successes we experienced related to this indicator in meeting our goal is that we utilized a Master Math teacher to coach and co-teach with our Math 1 teacher. We were able to include common planning time for our middle school and high school content alike teachers. The high school and elective teachers were able to meet before school as a PLC to address school wide needs. During these meetings, PLCs were able to create kick-off/culminating activities, and collaborate on ways to intersect the curriculum and/or quarter theme. Through our school announcements, students were given the opportunities to participate in ACT Prep through Edgenuity. 10 of our 56 juniors took advantage of this opportunity. We have 76.5% of our graduating seniors with an ACT score of 22 or higher. We have 79.4% of our graduating seniors earning one or more endorsements.</p> <p>The challenges that we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator are with our current Math 8 students who will move to Math 1 next year.</p> <p>For the 25-26 school year, we ae continuing Foundations of Math 1 and utilize the district rubric to recommend students for the additional support that course offers. We are also focusing on students completing a CTE pathway for Work Keys eligibility.</p>	Limited Development 07/18/2024		
<i>How it will look when fully met:</i>		When this objective is fully met, all students will meet or exceed their EVAAS projections. This objective will be monitored using walk-through data and benchmark assessments. A coaching plan will be implemented for each teacher in the school.		Melanie Francis	06/13/2026
<i>Actions</i>			0 of 4 (0%)		
	8/8/24	Using 8th grade data, select students in 9th grade Math 1 will receive Foundations in Math 1 instruction in order to remediate skill gaps. (Goal 3, FAM-S29)		Melanie Francis	01/21/2026

<i>Notes:</i>				
7/18/24	Instructional teams will collaborate with the leadership team to analyze data after each benchmark window to provide differentiated instruction to meet the needs of all students (Goal 1)		Melanie Francis	06/10/2026
<i>Notes:</i>				
9/3/24	PLCs will utilize quarterly half day planning meetings to analyze benchmark data and plan implementation of adopted curriculum. (Goal 1)		Rashawn Coleman-Walker	06/10/2026
<i>Notes:</i>				
9/29/25	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. (Aligns to A2.04)		Melanie Francis	06/10/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
<b>Effective Practice:</b>	<b>Practice 3C: Remove barriers and provide opportunities</b>

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
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<p><b>Initial Assessment:</b></p>	<p>To address indicator A4.16 in accordance with CMS Goal 3, our goal was: The percentage of graduates earning a state high school endorsement will increase from 62.9% in SY2021-22 to 69% in SY2022-23 and 75% in SY2023-24. Our results were 79.4% of graduates earning at least one state high school endorsement.</p> <p>The successes we experienced this school year were increased communication with families through Parent Square and a comprehensive family handbook, increased awareness of high school opportunities such as dual enrollment, and continued flexibility in our master schedule and course offerings to meet students' needs within a small school. School counselors supported students as they developed their course sequence plans and post secondary goals. In addition, met individually with each student during the registration process. Students from elementary feeders schools visited the program and received detailed guidance on the transition. We visited Parent Education Night in some of our feeder schools as well as area private schools. We enrolled 90 new seventh graders which is the largest group in our history and meets our grade level cap.</p> <p>Next year, we are full with a waitlist in 7th and 8th grades and full in 9th.</p> <p>Challenges include high school course offerings with a small staff and multiple preps for all teachers.</p>	<p>Limited Development 09/14/2022</p>		
	<p>Priority Score: 2                      Opportunity Score: 2</p>	<p>Index Score: 4</p>		
<p><b>How it will look when fully met:</b></p>	<p>Students and their families will understand school opportunities moving from middle school to high school. Students will be prepared to take the 11th grade ACT to maximize their scores for college applications. Eighth grade math checklists and pacing will be set up to enrich or remediate students as they transition to Math 1 with or without foundations in high school.</p>		<p><b>Melanie Francis</b></p>	<p><b>06/15/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>8/8/24</p>	<p>The school will facilitate transition events for parents and students moving from middle school to high school within JT Williams Montessori. (Goal 3)</p>		<p>Melanie Francis</p>	<p>01/31/2026</p>

<i>Notes:</i>				
8/8/24	Counselors and teachers will provide opportunities for high school students to prepare for the ACT assessment in 11th grade. (Goal 4)		Karli Fowler	03/31/2026
<i>Notes:</i>				
<b>Implementation:</b>		07/18/2024		
<b>Evidence</b>	<p>6/19/2024</p> <p>The successes we experienced this school year were increased communication with families through Parent Square and a comprehensive family handbook, increased awareness of high school opportunities such as dual enrollment, and continued flexibility in our master schedule and course offerings to meet students' needs within a small school. School counselors supported students as they developed their course sequence plans and post secondary goals. In addition, met individually with each student during the registration process. Students from elementary feeders schools visited the program and received detailed guidance on the transition. We visited Parent Education Night in some of our feeder schools as well as area private schools. We enrolled 90 new seventh graders which is the largest group in our history and meets our grade level cap.</p>			
<b>Experience</b>	<p>6/19/2024</p> <p>The successes we experienced this school year were increased communication with families through Parent Square and a comprehensive family handbook, increased awareness of high school opportunities such as dual enrollment, and continued flexibility in our master schedule and course offerings to meet students' needs within a small school. School counselors supported students as they developed their course sequence plans and post secondary goals. In addition, met individually with each student during the registration process. Students from elementary feeders schools visited the program and received detailed guidance on the transition. We visited Parent Education Night in some of our feeder schools as well as area private schools. We enrolled 90 new seventh graders which is the largest group in our history and meets our grade level cap.</p>			
<b>Sustainability</b>	<p>6/19/2024</p> <p>We will continue engaging with the feeder Montessori community and utilizing Parent Square to maximize communication.</p>			

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
<i>Initial Assessment:</i>		<p>To address indicator A4.06 in accordance with CMS Guardrail 3, our goal was: The percent of students reporting a positive self-perception of their self-efficacy on the Fall Panorama screener will increase from 43% in Grades 7-12 in September 2021 to 50% in Grades 7-12 in September 2024. We also set a goal to reduce the number of unexcused absences. Our results were 51% reporting a positive self-perception of their self-efficacy The successes we experienced related to this indicator were that all staff participated in Restorative Practices and Restorative Circles PD this school year. Counselors adapted the 7 Mindsets lessons to fit the Montessori setting and supported teachers as they implemented them. We had 12 students participate in the new online counseling services through Atrium Health.</p> <p>While we did not meet our goal of reducing the number of unexcused absences, we reduced the number of overall absences from the 22-23 school year to 23-24.</p> <p>For the 25-26 school year, we will continue implementing Capturing Kids Hearts schoolwide.</p>	Limited Development 07/18/2024		
<i>How it will look when fully met:</i>		When fully implemented, all teachers will implement Capturing Kids' Hearts strategies as well as Montessori Elements. Chronic absenteeism will be reduced and out of school suspensions will remain below the CMS average.		Melanie Francis	06/13/2026
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	7/18/24	Teachers will implement the Capturing Kids' Hearts program as our Schoolwide Core Social-Emotional Practices to support the SEL needs of students monitored by Process Managers and classroom walk-throughs. (Guardrail 3, FAM-S 31)		Melanie Francis	06/10/2026
<i>Notes:</i>					
	9/3/24	Teachers will utilize Educator's Handbook to document minor and major behavior incidents in order to increase consistency and establish data to identify needed supports.		Rashawn Coleman-Walker	06/10/2026

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9/4/24 We will utilize our school social worker to improve the chronic absenteeism rate by developing attendance contracts and scheduling home visits. (See attached attendance plan)

Rashawn Coleman-Walker

06/10/2026

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9/29/25 Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

Sedrick Singletary

06/10/2026

*Notes:*

9/29/25 The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

Melanie Francis

06/10/2026

*Notes:*