

Comprehensive Progress Report

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

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

Goals:

By the end of the 2025-2026 academic year, 8th Grade Science will demonstrate 11.6% growth in CCR (from 28.4 to 40) and 11.5% growth in GLP (from 43.5 to 55) in science as evidenced by the EOG Science Assessment (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1).

CMS Goal 2: By the end of the 2025-2026 academic year, ELA will demonstrate 10.7% growth in CCR (from 14.3 to 25) and 14.5% growth in GLP (from 35.5 to 50) in reading as evidenced by the EOG Reading Assessments (Aligns to A4.01, D1.02).

CMS Goal 3 and Guardrail 1: By the end of the 2025-2026 academic year, Math will demonstrate 13.9% growth in CCR (from 11.1 to 25) and 20.3% growth in GLP (from 24.7 to 45) in math as evidenced by the EOG and EOC Math Assessments (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1). The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 40.7% to 55% by the end of the 2025-2026 academic year as measured by the Ma1 EOC.(Aligns to A4.01 and D1.02)

CMS Guardrail 2: The number of students who receive OSS or ISS as a consequence will decrease by over 10% from 251 in SY 2024-25 to less than 225 in SY 2025-26. (Aligns to A1.07)

CMS Guardrail 3: The percent of Chronic Absenteeism will decrease from 43% in SY 2024-25 to 28% in SY 2025-26 (Aligns to A1.07).

CMS Guardrail 4: The school will retain 100% of its highly effective classroom teachers in SY 2025-26. (Aligns to D1.02)



! = Past Due Objectives KEY = Key Indicator	
Core Function:	Domain 1: Turnaround Leadership
Effective Practice:	Practice 1B: Monitor short-and long-term goals

	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>			<p>James Martin Middle School strategically aligns financial, time, and human resources to support its core instructional priorities and drive student achievement. Key investments include the Teacher Leader Pathways to build instructional capacity, a Parent Family Advocate to strengthen home-school connections, and extended learning opportunities through targeted tutoring. The school also prioritizes curriculum enrichment with resources such as novels to support literacy development, and professional learning through initiatives like UnboundEd. These allocations reflect a deliberate focus on equity, instructional excellence, and student growth.</p>	<p>Limited Development 09/13/2023</p>		
<i>How it will look when fully met:</i>			<p>James Martin Middle School operates with a fully aligned resource allocation model that strategically supports its instructional priorities and equity goals. Financial, time, and human resources are intentionally directed toward initiatives that improve teaching and learning outcomes. Staffing structures reflect a commitment to instructional leadership, with teacher leader pathways and specialized roles such as the Parent Family Advocate enhancing both academic and community engagement.</p> <p>Time is protected for high-impact practices, including PLCs, grade-level planning, and professional development. Funding is prioritized for extended learning opportunities, such as targeted tutoring, and for curriculum resources that enrich instruction and support literacy development. Professional learning investments, including partnerships with organizations like UnboundEd, are data-informed and aligned with school improvement goals.</p> <p>All resource decisions are guided by student needs, instructional priorities, and continuous progress monitoring. This ensures that every dollar, minute, and staff role contributes directly to advancing student achievement and fostering a culture of excellence.</p>		Alejandra Garcia	06/10/2026
Actions				2 of 6 (33%)		
		3/26/25	<p>The Dean of Students and Math MCL will participate in UnboundEd training to deepen instructional leadership capacity and address equity gaps in student achievement through culturally responsive practices and rigorous instruction. They will embed these practice in PLC meetings and coaching cycles with teachers. (Guardrail 1 and Goal 3)</p>	Complete 06/30/2025	Alejandra Garcia	06/30/2025

<i>Notes:</i>				
8/19/24	Utilize a tiered hiring approach to recruit and retain highly qualified staff aligned with instructional priorities. Continue to develop and sustain Teacher Leader Pathways to build internal capacity and promote instructional leadership. (Guardrail 4)	Complete 08/29/2025	Alejandra Garcia	09/30/2025
<i>Notes:</i>				
3/26/25	Leverage ATSI funding to implement an extended tutoring program for ML/EC subgroups, using assessment data to identify students, schedule sessions with qualified staff, and monitor progress through pre/post assessments and attendance logs. Funds will also support extended summer planning and professional development aligned with school goals.		Alejandra Garcia	06/10/2026
<i>Notes:</i>				
9/19/25	James Martin Middle School will utilize \$35,197.30 of Title I funds to pay the differentials for an MCL1 (Multi-Classroom Leader) and EIT2 (Expanded Impact Teacher) to support PLC planning, coaching of staff, data analysis, and provide high quality classroom instruction in order to increase James Martin's reading GLP achievement from 35.5% to 50%.		Alejandra Garcia	06/10/2026
<i>Notes:</i>				
9/19/25	James Martin Middle School will utilize \$55,004.63 (Workshop Expenses \$20,000, Field Trips \$10,000, Instructional Supplies and Materials 24,004.63, Computer Software and Supplies \$1000) of Title I funds to increase student learning and proficiency in CTE, reading, math, and science.		Alejandra Garcia	06/10/2026
<i>Notes:</i>				
9/19/25	James Martin Middle School will utilize \$140,240.45 (Summer 2025 \$99,615, Summer 2026 \$14,061.45, Extended Day \$26,564) of Title I funds to support student learning and proficiency by extending learning opportunities as well as providing teachers compensated time to plan curriculum, analyze data, and collaborate.		Alejandra Garcia	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 2: Talent Development			
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Effective Practice:	Practice 2B: Target professional learning opportunities			
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>James Martin Middle School regularly reviews school-wide performance data and aggregated classroom observation data to inform instructional decisions and professional development planning. The Leadership Team meets weekly to analyze benchmark assessments, walkthrough trends, and formative student data. These insights are used to identify instructional strengths and areas for growth, guide PLC discussions, and shape targeted professional development sessions.</p> <p>Instructional leaders use observation data to provide differentiated feedback to teachers and to align coaching cycles with identified needs. Data is also shared with grade-level teams to support collaborative planning and ensure instructional strategies are responsive to student performance trends. While systems for data collection and analysis are in place, continued refinement is needed to ensure consistent use of data across all teams and to strengthen the connection between data insights and instructional adjustments.</p>	Limited Development 10/04/2016		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>To be fully implemented, James Martin Middle School will operate with a robust, data-driven decision-making system led by the Leadership Team. The team will analyze all available data—including student performance, classroom observations, attendance, behavior, and intervention outcomes—on a monthly basis, with 100% consistency. These data reviews will directly inform the school’s instructional focus, resource allocation, and strategic planning.</p> <p>Professional development will be tightly aligned to the trends and needs identified through classroom observations and student learning data. PD sessions will occur bi-monthly, with 100% consistency, and will be differentiated to address specific instructional gaps, support teacher growth, and promote high-impact practices. This intentional alignment will ensure that professional learning is relevant, responsive, and directly tied to improving student achievement.</p> <p>The school will maintain a continuous improvement cycle where data informs decisions, decisions lead to action, and actions are monitored for impact—creating a culture of accountability and excellence.</p>			Alejandra Garcia	06/10/2026
Actions			0 of 4 (0%)		
8/19/24	The Leadership Team will implement a structured monthly data review process that includes student performance, classroom observations, attendance, behavior, and intervention outcomes. These reviews will inform instructional priorities, resource allocation, and professional development planning, ensuring consistent, data-driven decision-making across all teams. (Goals 2 & 3 and Guardrails 1, 2, 3, & 4)			Alejandra Garcia	06/10/2026
<i>Notes:</i>					
8/11/25	Professional development sessions will be scheduled bi-monthly and designed based on trends identified through classroom walkthroughs and student learning data. PD will be differentiated to address instructional gaps, support teacher growth, and promote high-impact practices aligned with school improvement goals. (Goals 2 & 3 and Guardrails 1 & 4)			Alejandra Garcia	06/10/2026
<i>Notes:</i>					

9/25/25	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.		Alejandra Garcia	06/10/2026
<i>Notes:</i>				
9/25/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Alejandra Garcia	06/10/2026
<i>Notes:</i>				
Implementation:		06/01/2020		
Evidence	6/1/2020 Due to COVID-19 Disease no EOG data to review. NC-Check-ins and MAP data meetings/professional developments were completed after each assessment. Staff meeting sign-in sheets/grade level meeting sign-in sheets, and PLC meeting sign-in sheets.			
Experience	6/1/2020 As of May 8, 2020 The school regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs during PLC meetings. School data is also presented and discussed during staff meetings. The Leadership Teams (SLT, ILT, EC, ELL) disaggregates student outcome data and data on patterns of professional practice to determine professional development needs and plan appropriate professional development. The information is disaggregated by sub-groups (race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans).			
Sustainability	6/1/2020 Continue with the data culture and analyze the data after assessments. Regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs during PLC meetings. School data is also presented and discussed during staff meetings. The Leadership Teams (SLT, ILT, EC, ELL) disaggregates student outcome data and data on patterns of professional practice to determine professional development needs and plan appropriate professional development. The information is disaggregated by sub-groups (race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans).			

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>James Martin Middle School has established a foundational Multi-Tiered System of Supports (MTSS) to address the diverse academic needs of all students. While Core instruction is in place across classrooms, it is not consistently delivered with fidelity or fully aligned to district pacing guides and standards. Teachers engage in Professional Learning Communities (PLCs) to analyze formative assessments and benchmark data, identifying students who require additional support.</p> <p>Targeted interventions for Tier 2 and Tier 3 students are provided through small-group instruction, and the school has implemented designated intervention blocks to ensure structured support. Weekly grade-level MTSS meetings are held to review student progress, discuss intervention strategies, and monitor implementation.</p> <p>To strengthen the system, continued refinement is needed in the areas of instructional consistency, documentation practices, progress monitoring, and alignment of interventions with student-specific needs. Efforts are underway to standardize processes and ensure equitable, data-driven support across all grade levels and content areas.</p>	No Development 08/15/2024		

<p>How it will look when fully met:</p>	<p>At James Martin Middle School, all students receive high-quality, standards-aligned Tier 1 instruction delivered with fidelity across all classrooms. Instruction is consistently paced according to district guidelines and reflects rigorous, engaging teaching practices that meet the needs of diverse learners.</p> <p>Professional Learning Communities (PLCs) operate with a strong data-driven focus, using formative assessments, benchmark data, and student work to collaboratively identify students in need of additional support. Tier 2 and Tier 3 interventions are timely, targeted, and evidence-based, delivered through structured small-group instruction during designated intervention blocks.</p> <p>Weekly grade-level MTSS meetings are well-organized and consistently used to review student progress, refine intervention strategies, and ensure alignment with individual student needs. Documentation and progress monitoring are standardized across grade levels and content areas, enabling clear communication, accountability, and continuous improvement.</p> <p>The MTSS framework is fully embedded into the school culture, with all staff understanding their roles and responsibilities in supporting student success. As a result, students experience equitable access to academic support, leading to improved outcomes and a thriving learning environment for all.</p>		<p>Leona Bost (Elected 2024)</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
	<p>8/7/25 The Leadership Team will support teachers in delivering high-quality, standards-aligned Tier 1 instruction by providing targeted professional development, instructional coaching, and planning support. Walkthroughs and PLC discussions will be used to monitor fidelity to district pacing guides and ensure instructional consistency across classrooms. (Goals 2 & 3 and Guardrails 1 & 4)</p>		<p>Lauren Contaste</p>	<p>12/05/2025</p>
<p><i>Notes:</i></p>				
	<p>8/25/24 Grade-level MTSS teams will implement a standardized system for documenting interventions and monitoring student progress across all tiers. This includes consistent use of progress monitoring tools, clear intervention plans, and regular data reviews to ensure supports are responsive to individual student needs and equitably applied across grade levels. (Goals 2 & 3)</p>		<p>Leona Bost</p>	<p>06/10/2026</p>

Notes:

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3B: Provide rigorous evidence-based instruction

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>James Martin Middle School is focused on building a cohesive and committed staff culture, especially with the addition of new team members. This year, the school will continue to strengthen coaching and support for returning international teachers while providing intentional onboarding and mentoring for new staff. Efforts will also focus on refining behavior management systems—such as Capturing Kids’ Hearts—and reinforcing positive relationship-building strategies to reduce classroom disruptions. These initiatives aim to promote consistent, proactive classroom management and foster a supportive learning environment for all students.</p>	<p>Limited Development 09/10/2022</p>		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>James Martin Middle School fosters a safe, respectful, and inclusive learning environment where consistent routines and procedures are embedded across all classrooms. All staff, including new and international teachers, confidently implement school-wide expectations and behavior systems with fidelity, contributing to a cohesive and supportive school culture.</p> <p>Capturing Kids’ Hearts is fully integrated into daily practice, with teachers consistently using the 4 questions and social contracts to build strong, trusting relationships with students. These practices are evident in classroom interactions, transitions, and conflict resolution, leading to a noticeable decrease in behavioral incidents and an increase in student engagement.</p> <p>New and international teachers are effectively onboarded and supported through structured coaching, mentorship, and professional development. Staff feel empowered, connected, and aligned in their mission to positively impact student growth and well-being.</p> <p>Clear systems and processes are in place to address inappropriate behaviors proactively and restoratively. Staff use data to monitor trends, adjust supports, and celebrate progress. As a result, students feel valued and understood, and the school culture reflects a shared commitment to excellence, empathy, and continuous improvement.</p>			Alejandra Garcia	06/10/2026
Actions			0 of 4 (0%)		
8/25/24	Develop a structured onboarding and coaching plan for new and international staff that includes training on school-wide behavior expectations, classroom management strategies, and relationship-building practices such as Capturing Kids’ Hearts. Ongoing mentorship and feedback will ensure consistent implementation and support teacher confidence. (Guardrails 2 & 4)			Leona Bost	12/05/2025
<i>Notes:</i>					
9/19/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Guardrail 2)			Leona Bost (Elected 2024)	06/10/2026
<i>Notes:</i>					

9/19/25	James Martin Middle School will utilize \$61,234.63 of Title I funds to hire a BMT (Behavior Modification Technician) to reduce OSS/ISS incidents by over 10% (251 to less than 225) by implementing restorative practices, early interventions, and staff collaboration.		Emmitt Butts (Elected 2025)	06/10/2026
<i>Notes:</i>				
8/19/24	Refine and reinforce school-wide behavior systems by ensuring all staff consistently use tools like the 4 questions and social contracts. Establish a system for monitoring behavior trends and using data to adjust supports, celebrate progress, and promote a positive, restorative school culture. (Guardrail 2)		Leona Bost	06/10/2026
<i>Notes:</i>				
Implementation:		10/02/2023		
Evidence	10/2/2023 - School Wide Matrix posted, reviewed and used to drive corrective conversations, the development (and sharing with administrator) Counselor Intervention Logs, Monthly Discipline Team Meetings, Weekly SEL Lessons, CKH Training and Monitoring, School Intervention Coordinator, and CSA/BMTs Support. All actions and processes implemented are done to provide wrap around services for students needing additional support to be socially and academically successful.			
Experience	10/2/2023 - LC Core Behavior Specialist partnership has yielded a reduction in out of school suspensions. To date their has been been a 78% reduction in our of school suspensions. The effective use of our In-School Intervention Coordinator has allowed for the development of an effective School Disciplinary Team that meets monthly to reflect on progress, needed changes and successful practices. This team consist of School Administrators, Grade Level Counselors, School Social Worker, CSA and BMT.			
Sustainability	10/2/2023 - We will continue to monitor discipline data, assure SEL lessons are being taught, and partner with agencies and resources to support student needs. Continual team communication and collaboration will prove impactful to the reduction of out-of-school suspension and lost of instructional time. We will continue to use feedback provided by teachers, families and students to drive intervention processes and incentive initiatives for students.			

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>James Martin Middle School continues to utilize ParentSquare as a key platform for enhancing home-school communication. All staff have received training on effective use of the tool, and it now serves as the primary method for two-way communication and push notifications related to school updates, events, and academic support. While outreach has become more consistent, current data shows that full family engagement has not yet been achieved.</p> <p>To strengthen connections with families, administrators, the Family Advocate, and teaching staff have collaborated to build meaningful relationships with parents and guardians. These efforts include sharing academic strategies, behavior expectations, and tips for supporting learning at home through ParentSquare and multiple parent engagement events.</p> <p>Ongoing support from the Social Worker and Family Advocate ensures that open lines of communication are maintained, fostering a welcoming and inclusive environment for all families.</p>	No Development 08/18/2024		

How it will look when fully met:	<p>James Martin Middle School has fully integrated ParentSquare as its primary platform for home-school communication. All staff have received comprehensive training on the effective use of ParentSquare, and the platform is now consistently used for two-way communication, push notifications, and sharing academic and behavioral updates. ParentSquare is embedded into daily school operations, ensuring families receive timely information about school events, student progress, and opportunities for engagement.</p> <p>To further strengthen family partnerships, the Administration, Family Advocate, and teaching staff work collaboratively to build and maintain meaningful relationships with parents and guardians. Academic tips, behavior expectations, and strategies for supporting learning at home are regularly shared through ParentSquare and reinforced during multiple parent engagement events held throughout the school year.</p> <p>The Social Worker and Family Advocate provide ongoing support to ensure open lines of communication are maintained, particularly for families who may face barriers to engagement. These efforts have led to increased family participation, improved trust, and a more inclusive school culture. The school continues to monitor outreach data and refine strategies to ensure all families are reached and actively involved in their child’s educational experience.</p>		Leona Bost (Elected 2024)	06/10/2026
Actions		0 of 3 (0%)		
8/18/24	<p>The Family Engagement Action Team will lead school staff in the successful implementation of quarterly family events designed to foster meaningful connections between families and individual teachers. These events will focus on discussing student academic performance, including grades and growth on iReady and benchmark assessments. The goal is to strengthen partnerships with families and collaboratively support students in achieving their academic growth goals. (Goals 2 & 3, FAM-S 3)</p>		Leona Bost	06/10/2026
	<i>Notes:</i>			
8/25/24	<p>The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress. (Goals 2 & 3)</p>		Leona Bost (Elected 2024)	06/10/2026
	<i>Notes:</i>			

2/6/25

James Martin Middle School will utilize \$3,494.16 of Title I funds to further strengthen family partnerships to increase support and active involvement in their child's educational experiences. (Guardrail 1)

Leona Bost (Elected
2024)

06/10/2026

Notes: