

Comprehensive Progress Report

Mission:

J.M. Alexander Middle School’s mission is to provide an engaging, challenging learning environment in which our scholars are encouraged and empowered to become life-long learners who take responsibility for their educations, set high expectations for themselves, model compassion and leadership for their peers, who are increasingly aware of their responsibilities as global citizens, and who exhibit the qualities of a JMA Scholar.

Vision:

To provide all scholars with a rigorous, relevant, world-class education that empowers them to reach their maximum potential in school and beyond.

Goals:

The percent of scholars scoring CCR (College and Career Ready) on Math 1 Assessments will increase from 38.7% in SY 2024-2025 to 100% in SY 2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of scholars scoring CCR (College and Career Ready) on Reading End of Grade Assessments in grades 6-8 will increase from 15.8% in 2024-2025 to 45% in 2025-2026. (Aligns to A2.04, B3.03, and CMS Goal 2)

The percent of scholars scoring Grade Level Proficient (GLP), JMA's English Language Learners on Literacy EOG assessments in grades 6-8 will increase from 24% in SY 2024-2025 to 45% in SY 2025-2026. (Aligns to A4.01, B3.03, D1.02, and CMS Guardrail 1)

The number of OSS incidents will decrease for our Black/Hispanic scholars with at least 1 day of OSS was 164 in SY 2024-2025 to 80 in SY 2025-2026. (Aligns to A1.07, A4.06, and CMS Guardrail 2)

The percent of Chronic Absenteeism (scholars with 10+ unexcused absences) will decrease from 35.2 % in SY 2024-2025 to 25% in SY 2025-2026 (Aligns to A1.07, A4.06, and CMS Guardrail 3)

The school will retain 95% of highly effective classroom teachers throughout the 2025-2026 SY. (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	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>			May 2025 JMA used Title 1 Funds to Hire two additional ELA teachers to support the ELA needs of JMA students and provided targeted skill	Limited Development 09/22/2023		

intervention.

Administration and coaches provided coaching feedback to staff through walkthrough reflections and feedback consistently. Next year, administration and coaches will identify common strengths and weaknesses throughout the building to create a strategic process for instructional growth.

As of June 2024, JM Alexander did meet the school improvement goal, though the Superintendent is extending the goal until 2026. As an LP, TSI(for EC and ELL students only) and Title I school for the 2023/24 academic year, our school identified Human Resources as an inequity; as a result, our school plan to mitigate this inequity was by the utilization of Title 1 funds to hire additional staff members to support student learning and targeted small group instruction. We were able to use Title I funds to hire a .5 family advocate, which means that we had a full position available, as well as a BMT, to mitigate behaviors, specifically in the 8th grade hall. At the beginning of the year, we were also allocated 3 additional ADM's due to our increased enrollment. In addition we were given two EC guest teachers through the exceptional children's department, which we used in the SBS program and were necessitated throughout the school year.

During the 2022/23 school year, JMA saw an inequity in Instruction/Training; as a result, in 2023/24 our school tried to mitigate this inequity by continuing to prioritize the NCILA - Relay Training with the focus (per the district) being math. Using Relay we were able to provide clear observation feedback and coaching to teachers using a weekly coaching cycle. The successes that we had in Relay was that everyone that was coached using the Relay model was able to show improvement in instructional practice and planning. Some of the challenges related to this action item was that with Relay, only a small group of administrators were able to attend, and then would come back and build capacity for the academic team as well as a small number of teacher receiving the benefit of the coaching. Therefore, there would be a delay in implementation of the Relay model after each session.

Planning and coaching in ELA and Math had some challenges with moving teachers around to better support students and find a better fit for the teacher, as well as having guest teachers being full time teachers and staff departing at different points in the year. The opportunities to fine tune the outcomes for next year will be in the

hiring of this year's new teachers. Other challenges are the ability to hire qualified staff (using 4 guest teachers in permanent classrooms) with more people leaving the profession than entering (pay, behavior support in the building, and support from State and Local officials when understanding what it takes in staffing to run and operate a school efficiently.

There is opportunity within the budget to equitably align the distribution of resources for instructional needs.

How it will look when fully met:

This objective will be at full implementation when resources (time, money, personnel, and partnerships) are strategically aligned to address JM Alexander's instructional goals. Each Title 1 Budget Item will be reflected throughout the School Improvement Plan and reflect an action step within a specific indicator. This will be evident when additional staff hired are assigned small groups to support literacy, math, and science. We will also have tiered supports for all of our JMA teachers based on coaching plans. This will align with our reading goal which is to have 50% of our scholars CCR.

Gwen Love 8/23/24

06/30/2026

Actions

0 of 2 (0%)

6/10/24

JMA identified Human Resources (Student Support Services and Student Discipline Support Services) as an inequity; as a result, our school plans to mitigate this inequity by the utilization of Title 1 funds to hire an additional School Counselor and BMT to support students with Social-Emotional and Behavioral Needs. (Goal 2, Goal 3, Guardrail 2, Guardrail 3)

Tracey Hager

12/20/2025

Notes:

6/24/25

"Completed ATSI School Annual Resource Allocation Self-Assessment"

https://docs.google.com/document/d/1rPOZIPPjQWGbNuZoDK3_0i_xJRV3Kv942DtZUYhT4Jw/edit?usp=sharing

Tracey Hager

06/10/2026

Notes:

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:

May2025

The principal established an effective MTSS Leadership Team that included a clear teaming structure with assigned roles, responsibilities, communication norms, a consistent meeting schedule and an agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. JMA will continue to grow the MTSS program in the 25-26 schoolyear. The MTSS Leadership Team used Title 1 funds to purchase 40 Chromebooks to implement a Multi-Tiered System of Support for Instruction and Intervention through a technology-based program. As an ATSI school for Students with Disabilities, the EC department and administration created student schedules to promote strategic targeted interventions for skill deficits during Resource Core Instructional Classes and Academic Enrichment. Teachers facilitated Language Live, TransMath, Orton Gillingham, EL Education Curriculum, and Open Up Math to meet the individual needs of students. The student services team worked towards the implementation of a multi-tiered system of support for attendance, academic, behavior, and social and emotional support in an effort to improve student outcomes in each of the above mentioned areas.

Based on last year 13.9% of our 6-8th graders were CCR in reading and our goal is to have 50% of our students CCR in 6-8th grades. The integration of IXL for math and reading in all ATL blocks showed scholars mastering skills in IXL. Challenges include the school having a large number of new staff including principal who will need to level set on new systems in processes for behavior and instruction. Ensuring that our families are involved in and understand the processes we have in place for supporting behavior. Opportunities for us this year include expanding and strengthening a strong framework for our ATL block. Based on precision planning each week teachers will have more opportunities to support small group instruction and this year we will also have an MTSS contact to support the framework through the entire year.

Limited Development
09/02/2024

<p>How it will look when fully met:</p>	<p>When this goal is fully met. The percent of scholars scoring CCR (College and Career Ready) on Reading End of Grade Assessments in grades 6-8 will increase from 13.5% in 2023-2024 to 20% in 2024-2025. When this objective is fully met at JMA our teachers are faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. With a focus on student response to instructional practices, as opposed to student deficits or failures, which will improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities. This will be evidenced by implementation of the first step to intervention which is to identify students who need supports and attempt to provide them within the general education setting, such as peer tutoring or small group instruction. The second and third tiers at JMA are viewed as supplemental to, not in lieu of, the instruction of the general education classroom. As a result, of implementing MTSS with fidelity, implemented the MTSS process have seen we will see reductions in the disproportionality of special education referrals. Students from racial and linguistic minority groups will less likely be referred to special education programs when their progress is monitored and their interventions are in place.</p>		<p>Gwen Love 8/23/24</p>	<p>06/08/2029</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
	<p>9/2/24 ELA and Math Master Teachers, MCL, IB Coordinator, and 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, focusing on Tier 1 and Tier 2. (Goal 2, Goal 3, and FAM-S 3)</p>		<p>MTSS Faciiltator</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				
	<p>9/2/24 The student services team will facilitate the implementation of a multi-tiered system of support for attendance, academic, behavior, and social and emotional support in an effort to improve student academic outcomes. (Goal 2, Goal 3, and FAM-S 3)</p>		<p>Denisse Roberts 8/23/24</p>	<p>06/10/2026</p>
<p><i>Notes:</i> Student Services are facilitating Tier 1 support for SEL with franchised lessons, Tier 2 and Tier 3 support for Attendance, and Tier 2 Support for Behavior using CICO.</p>				

9/2/24	Within the 2024-2025 school year, our ATSI school will look at scheduling Students with Disabilities to promote strategic targeted interventions for skill deficits during Resource and Core Instructional Classes and Academic Enrichment (True Blue Time). Teachers will use the EL Education Curriculum and Open Up Math with approved supplemental resources to meet the individual needs of students. (Goal 2, Goal 3)		Gwen Love 8/23/24	06/10/2026
<i>Notes:</i>				
6/24/25	“Completed ATSI School Annual Resource Allocation Self-Assessment” https://docs.google.com/document/d/1rPOZIPPjQWGbNuZoDK3_0i_xJRV3Kv942DtZUYhT4Jw/edit?usp=sharing		Tracey Hager	06/10/2026
<i>Notes:</i>				

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

<p>Initial Assessment:</p>	<p>May 2025</p> <p>The Leadership Team along with BMTs, CSA, counselors, and grade level teams reviewed monthly behavior data (suspensions, referrals, teacher patterns, location patterns) during grade level meetings and Student Services PLC. The team evaluated the effectiveness of the SEL and CKH implementation through CKH surveys data and Educator Handbook Data Analysis. During the bi-weekly meeting with Student Services, students with chronic absenteeism and other concerns were addressed. These actions contributed to an overall improvement of student achievement, school culture, student attendance, and student behaviors. School Administration implemented quarterly celebrations for students based on academics and behavioral data to celebrate progress. The Student Services Team encouraged the full implementation of SEL/CKH strategies to improve core behavior and student's social and emotional regulation. They delivered franchised lessons to grade levels that focused on District Initiatives for student awareness.</p> <p>As of June 2024, JM Alexander did meet the school improvement goal.. Through the use of the discipline matrix and the use of the discipline flow chart, our referrals had dropped from the 2022-2023 school year. Even Though our suspension data increased, year over year, we can state that the increase in student populations (720 to 806), as well as an addition of a new SBS program, we saw an increase in students with disabilities receiving referrals and suspensions. However, the percentage of students who received a suspension or in school suspension stayed similar with 72.7 percent of students receiving a consequence in the 2022/2023 school year to 73.1 percent in the 2023/2024 school year.</p> <p>As of June 2024, Conceivably we can state that the SEL time has been linked to the schedule through homeroom, as homeroom has been extended to allow for the 20 minutes of SEL curriculum to be held. Councilors have supplemented the SEL lessons during semester 2. SEL curriculum has been attached to the ATL block links and homeroom and JMA staff Canvas pages have contributed to a more positive belief that students have in JMA as seen by the increase in the insight survey.</p> <p>Through incentives like the quarterly celebrations for students, which were outlined as far as the academics and behavioral data needed to attend each celebration. Q1, Q2, Q3, Q4 celebrations were all held, with help from ENCORE, support staff and PTSA. June 5th was the last of the quarterly celebrations which will be field day, in which we used discipline data and quarterly grades for the qualifications.</p> <p>The challenges that we faced this year were changes in days of the celebration and the calendar centered around testing. There were multiple instances this year when SEL was neglected due to the schedule being changed for testing, where we had MAP, Benchmark, ACCESS, World Language Benchmark, and with the inconsistent schedule led to SEL times that were not met. Other challenges faced were the locations for the celebrations for the students. Since it was deemed to happen during ENCORE, this meant that we either used the cafeteria, outside or the gym, causing classes to dispersed.</p> <p>We are looking forward to addressing these challenges in the 2024-2025 school year by starting the year with the same leadership team with which we ended the school year, which will help the school have more stability next year. It will allow for consistent school wide professional development throughout the next year. In addition, we will utilize the Wednesday meeting schedule to provide ongoing and continuous professional development.</p>	<p>Limited Development 08/14/2022</p>		
	<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p>How it will look</p>	<p>When this goal is fully implemented, we have a 5% decrease in our OSS</p>		<p>Tracey Hager</p>	<p>06/30/2026</p>

when fully met:

from the 23-24 SY.

- Core behavior practices (JMA Way) exist schoolwide as essential components of instruction, curriculum, and environment.
- Instruction is culturally responsive by design and delivery.
- Explicit instruction for the JMA Way (schoolwide behavior expectations and classroom rules, routines/procedures on an established schedule) is provided to students and embedded into the instruction, curriculum, and environment.
- Full implementation of the JMA Way -A matrix of school-wide behavioral expectations with operational definitions of expected behavior by setting and using the behavior matrix, students and staff acknowledge the school wide system for appropriate behaviors, and a well-defined continuum of consequences for problem behaviors.
- Adult routines are established to promote success (i.e., active supervision, pre-corrects, clear definition of major/minor problem behaviors, consistent logical consequences, schedule for delivery of positive reinforcement, etc.) Structured instruction of the JMA Way (behavioral expectations) is provided to all students. Classroom routines and classroom management strategies are embedded into instruction.
- Full implementation of the Caring Schools Community where, the school climate and environments should support student well-being.
- Behavior expectations -JMA Way - are explicitly taught and not assumed that students come to class with these skills already present.
- Routines and procedures emphasize proactive, instructive, and/or restorative approaches to student behavior.
- Full implementation of the JMA Way and the utilization of the CMS RRHBK and Educators Handbook for addressing office-managed versus staff-managed behaviors.
- Teachers and support staff will work closely with the counselor, attendance secretary, and BMT to identify students that are chronically absent and will provide resources and support to the identified students.
- All JMA staff will use the restorative/relational practices and JMA Way techniques and strategies to create a positive student culture in order to see a decrease in chronic absenteeism and suspension rates.
- All JMA staff will use the Caring School curriculum to address the creation of positive school culture.

	<ul style="list-style-type: none"> The MTSS Framework is being effectively implemented to address the classrooms behaviorally and academically, Staff members will be equipped and capable of positively influencing student behaviors at full implementation. Social workers and Counselors will complete home visits and check-in appointments with the parent and student. In cases of chronic absenteeism, there is a collaborative effort within the school where Student Services, attendance secretary, and teachers call parents to inquire about attendance, and letters are sent home by the office. 			
Actions		0 of 2 (0%)		
9/22/23	The Student Services Team will evaluate the effectiveness of the SEL Lessons through the CKH implementation monitoring and CKH surveys data and chronic absenteeism initiatives. These actions will contribute to an overall improvement of student achievement, school culture, student attendance, and student behaviors. (CMS Guardrail 2)		Denisse Roberts 8/23/24	06/10/2026
<i>Notes:</i>				
9/22/23	The Instructional Leadership Team will review monthly behavior data (suspensions, referrals, teacher patterns, location patterns, etc) during ILT, BMT, MTSS, and SS Meetings and make adjustments to School Safety Initiatives based on School Data. (CMS Guardrail 2).		Ashley Cafero 8/23/24	06/26/2026
<i>Notes:</i>				
Implementation:		06/22/2023		
Evidence	6/12/2023 - 7th grade team and small pockets of 6th and 8th utilized the Caring School curriculum with fidelity. The BMTs and Admin team held over 100 restorative conferences throughout the year.			

Experience		6/12/2023 - All staff members received Caring Schools training 3 times (Fall, Winter, Spring) which included modeling from the Caring School trainer. All staff members received B3 training and modeling at the beginning of the year and modeling took place throughout the school year. BMTs and the administrative team utilized the Restorative Practices model throughout the year.			
Sustainability		6/12/2023 - 100% teacher buy in and participation with Caring Schools Teachers' push back that Restorative Conferences are not enough to change a students' behavior.			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>May2025</p> <p>JMA Principal met with the Instructional Leadership Team twice a month to ensure that core instruction aligned with instructional tenets and curriculum commitments. Coaches planned with departments to monitor the implementation of instruction to increase the academic growth of students. The administrative team developed a calibrated walkthrough document to guide monthly walkthroughs of all teachers to identify coaching needs and for ensuring standards aligned instruction. The Instructional Leadership Team monitored and supported an effective PLC system and the processes to ensure teachers internalize lessons that increased student learning. The Instructional Leadership Team used Title 1 Funds to purchase a Poster Maker System and workstation that includes ink and installation to assist Teachers in the implementation of the Triple "A" Look Fors. Anchor Charts and Instructional Resources were created to increase student achievement and foster more opportunities for student collaboration.</p> <p>Did we meet?</p> <p>In Literacy, as of June 2024 we we have not met the reading GLP or CCR target with the overall school proficiency rate of 31.1% GLP and 13.4% CCR. In math June 2024, we have met the math GLP or CCR target with the overall school proficiency rate of 29.4% GLP and 16.7% CCR. For the</p>	Limited Development 07/25/2024		

Math 1 EOC classes, JMA met the GLP and CCR targets with the overall school proficiency rate of 88.6% GLP and 52.3% CCR. In Science as of June 2024, we have not met the grade 8 science GLP or CCR target with the overall school proficiency rate of 51.0% GLP and 40.9% CCR.

Based on EVAAS overall this year we have not met our goal to be able to bring up our SPG from a letter F.

Our OSS for Black students did not decrease to 9.8 in 23-24, based on increase in our student population and the addition of our SBS program.

Successes In the 2023-24 school year, the math teacher focused on Academic Monitoring and Small Group instruction during PLC. JMA utilized the master math teacher to facilitate ongoing professional development, facilitate weekly PLC meetings, and assist with data analysis, lesson modeling, and unpacking standards. JMA has been able to increase SEL time for scholars by attaching the SEL curriculum to the ATL/5th block which will continue in the 24-25 school year. We are also a TLP school which has afforded us the opportunity to have an 1 EIT1 teacher, 2EIT2 teachers, and one MCL2 teacher. Based on student enrollment, we have 2 APs this year and 1 dean which will allow the administrative to be in classrooms more providing instructional feedback.

Challenges

This year we are faced with having 20 new staff members in the building which includes the principal. JMA has experienced turnover over the last few years and this year teacher retention is going to be a huge focus. After a few years of not meeting growth and having a letter grade of F, being able to recruit new families in our IB program is creating some additional challenges. Increasing parent engagement on our PTSA and School Improvement team is difficult because many of our families work and/or do not understand how they can be involved without coming into the building.

Opportunities in place to address these challenges consist of the introduction and use of CKH for not just the scholars but staff as well. Utilizing our MCL2, EIT teachers, increase in admin team, MTSS facilitator, and master teachers to support classroom instruction, planning, and coaching will help JMA be able to provide increased supports for all scholars. Lastly, reaching out to families to join and participate in SIT/PTO meetings so that they understand their voice

matters and it is needed to see JMA make progress.

How it will look when fully met:

When this goal is fully implemented all JMA teachers will utilize the district provided curriculum to develop standards-aligned units of instruction that include learning objectives and their criteria for mastery, pre- and post- tests to assess student mastery, well-designed learning activities that align to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues on google drive. All JMA PLCs will develop differentiated learning activities for each objective that can be assigned to students based on their pre-test results and their progress during the unit. All JMA PLCs will analyze the lessons impact by reviewing the student work and refine as necessary. All JMA PLCs will utilize data tracking systems from iReady to determine each students mastery and develop a plan for intervention. If we fully meet this goal we will have at least 50% of our scholars in 6-8, CCR in literacy in June 2029. We also use a rubric based on effective planning so that PLC will be aware of any what actions need to continue, stop, and/or stop.

Tracey Hager

06/30/2026

Actions

0 of 3 (0%)

9/2/24 School Administration, ELA and Math Master Teacher, MCL, IB Coordinator & Department Chairs will develop and review a calibrated walkthrough document focusing on Core Action 3 and the Triple A Look Fors to guide monthly walkthroughs of all teachers to identify coaching needs and for ensuring standards aligned instruction. (Goal 2, FAM-S 29)

Leadership Instructional Team

01/21/2026

Notes:

9/1/25 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.

Tracey Hager

06/10/2026

Notes:

9/2/24	School Administration, ELA and Math Master Teacher, MCL, and IB Coordinator will ensure core instruction aligns with instructional tenets and curriculum commitments to make sure all scholars needs are met. Information about core instruction will be shared with families at Curriculum Night where JMA will use Title 1 funds to encourage families to attend. (Hungry Howie's, \$1,750.40) (Goal 2, Goal 3)		Master Teachers, IB Coordinator, MCL2, and EIT tea	06/10/2026
--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------	------------

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
--	-----	-------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------	-------------	-------------

Initial Assessment:

May2025-JM Alexander staff implemented Core Social-Emotional Practices through the utilization of Capturing Kids Hearts and Restorative Practices across all grade levels and throughout the JMA environment. JM Alexander staff participated in on-going professional development during monthly staff meetings and grade level meetings for the appropriate use of Educators Handbook and the JMA Pride Behavior Matrix and data analysis in order to implement Core Behavior Strategies. A member of the Student Discipline Team provided Professional Development to Grade Level Teams during the PLC on specific classroom management strategies when implementing CKH in the classroom and focusing on positive student responses. The Student Service team analyzed attendance data to work towards the implementation and monitoring of interventions for students with chronic absenteeism. During the 2nd Semester, Student Services conducted Home Visits, implemented Attendance Contracts, and hosted Attendance Meetings including the student families and District representatives in order to increase student attendance.

In 22-23 school year JMA had a 1.4% increase in OSS. We did not meet our goal of decreasing OSS. We also monitored sense of belonging and teacher student relationships data. Successes were that in Panaroma we had a 13% increase in student relationships when compared to BOY/MOY data. We also had an attendance rate of 90% and a chronic absentee rate of 31.2%. Students with the most office referrals informally had a Check-In/Check-Out Plan (CICO). Student Services team met regularly to discuss attendance.

Challenges: During the 2023-204 school-year, JM Alexander teachers inconsistently implemented Social-Emotional Learning lessons in Homeroom using Caring Schools and supplemental activities from the Student Services Department. There was a minimal use of Branching Minds for the implementation of interventions.

Opportunities: will implement Core Social-Emotional Practices through the utilization of Capturing Kids Hearts and Restorative Practices across all grade levels and throughout the JMA environment. staff will participate in on-going professional development for the appropriate use of Educators Handbook and the JMA Pride Behavior Matrix and data analysis in order to implement Core Behavior Strategies.

Limited Development
09/02/2024

<p>How it will look when fully met:</p>	<p>When this objective is fully met, 100% of JM Alexander staff members will consistently implement Capturing Kids Hearts in all areas of education. All classrooms will implement the following: greeting students at the door, journal writing, good things, social contracts, and four questions for misbehavior.</p> <p>JM Alexander will gather data through referrals and reduce the number of school-wide suspensions from 25.2% to 10%.</p> <p>The JM Alexander Student Service team will monitor attendance and implement interventions to reduce chronic absenteeism from 34.6% to 30%.</p>		<p>Gwen Love 8/23/24</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
	<p>9/2/24 JM Alexander staff will participate in on-going professional development for the appropriate use of Educators Handbook and the JMA Pride Behavior Matrix and data analysis in order to implement Core Behavior Strategies. (Guardrail 2; FAM-S, 30)</p>		<p>JMA Behavior Team</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
	<p>9/2/24 JM Alexander staff will implement daily Social Emotional Learning time using Capturing Kids' Hearts program (Morning Meetings, Journaling, Good Things, Signals (Time Out, Check, Foul)) as our Schoolwide Core Social-Emotional Practices to support the SEL needs of students. (Guardrail 3, FAM-S 31)</p>		<p>Student Service Team</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				

9/2/24	The Student Service team will implement and monitor interventions (Attendance Letters; Parent Conferences; Attendance Contracts; ARC Meetings; Home Visits) for students with chronic absenteeism in order to increase student attendance. (Guardrail 3)		Duuna Martin	06/30/2026
<i>Notes:</i>				
9/1/25	Duty Free Lunch: Provide a duty-free lunch period for every teacher on a daily basis.		Tracey Hager	07/01/2026
<i>Notes:</i>				
9/1/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Tracey Hager	07/01/2026
<i>Notes:</i>				