

## Comprehensive Progress Report

**Mission:**

Our Mission at Turning Point Academy Middle School is to empower students to reach their full potential by providing a supportive and structured learning environment that addresses their unique needs.

**Vision:**

Our Vision at Turning Point Academy Middle School is to provide innovative educational experiences that prepare students for employment, enlistment, or enrollment.

**Goals:**

The percent of students scoring Career and College Ready (CCR), on Reading End of Grade assessments in grades 6-8 will increase from 5.8% in SY2024-25 to 15.8% in SY2025-26. The percent of students scoring Grade Level Proficient (GLP), on Reading End of Grade assessments in grades 6-8 will increase from 14.6% in SY2024-25 to 24.6% in SY2025-26. (Grade 6: 25% in SY2024-25 to 35% in SY2025-26), (Grade 7: 19.6% in SY2024-25 to 29.6% in SY2025-26), (Grade 8: 8.5% in SY2024-25 to 18.5% in SY2025-26), (Cohort 7: 10% in SY2024-25 to 20% in SY2025-26), (Cohort 8: 17.5% in SY2024-25 to 27.5% in SY2025-26) (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of OSS/ISS incidents will decrease from 622 (34.8%) OSS suspension days in SY 2024-25 to 600 suspension days in SY 2025-26 (Aligns to A1.07, A4.06. and CMS Guardrail 2)

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A in SY2024-25 to 15% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of Chronic Absenteeism will decrease from 39.66% in SY 2024-25 to 34.66% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 100% of highly effective classroom teachers (with the exception of teachers that are promoted, leaving the district, or retirement), throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06, and CMS Guardrail 3)

The percent of students scoring Grade Level Proficient (GLP), on Math End of Grade assessments in grades 6-8 will increase from 9.4% in SY 2024-25 to 19.4% in SY 2025-26. (Grade 6: 11.1% in SY 2024-25 to 21.1% in SY 2025-26), (Grade 7: 17% in SY 2024-25 to 27% in SY 2025-26), (Grade 8: less than 4.1% in SY 2024-25 to 14.1 % in SY 2025-26) (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of students scoring Grade Level Proficient (GLP), on Science 8 End of Grade Assessment will increase from 20% in SY 2024-25 to 30% in SY 2025-26. Increase the proficiency in Science 8 between Hispanic students (GLP, 41.7%) and African American students (GLP, 14.5%) by ten percent to decrease the gap in proficiency. (Aligns to A2.04, B3.03, and Goal 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>A review of this indicator in September 2025 shows that during the 2024-25 school year, the principal established weekly informal walk-throughs and utilized the Instructional Leadership Team (ILT) members to offer coaching support for teachers' professional growth and development. The challenges aligned to this indicator we anticipate needing to be addressed for the 2025-26 SY are changes in administration and support staff and shifting the focus and protocol of Common Planning to Standard-Based Instruction and Centers, as well as administrative led PLCs. Opportunities for 25-26 SY include the principal developing a coaching plan that includes the principal coaching the coaches and regularly meeting with the ILT team to analyze PLC, walkthrough and instructional coaching data. The principal will also have individual meetings with each ILT member which will include calibration walkthroughs and support during coaching meetings.</p> <p>The 2024-2025 school year, the principal established expectations, procedures, and processes for team planning and instructional delivery. The principal utilizes the Walk-through document to visit and evaluate classes; he also uses this instrument to provide quality feedback, reinforce or reevaluate practices, and meet with instructional teams weekly to monitor the implementation and effectiveness of established expectations, procedures, and processes for team planning and instructional delivery.</p> <p>For the 2024-2025 school year, we achieved success through our administrative team's weekly informal walk-throughs, which provided valuable feedback, identified areas requiring targeted and direct support, and more effectively utilized our Instructional Leadership Team (ILT) members to offer coaching support for teachers' professional growth and development.</p> <p>Additionally, we created a structured walk-through schedule to ensure that these evaluations occurred consistently and as planned. An absent ILT member challenged us, but we effectively rearranged the coaching caseloads of ILT members to meet the needs of our staff.</p> <p>The SIP goal that aligns to this indicator is: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.</p>	Limited Development 07/24/2024		

Data indicating the extent to which this goal was met during the 2023-2024 School Year is as follows: : for 2022-2023, 6th Grade EOG Composite 5.0% GLP and 2.5% CCR; 7th Grade EOG Composite 2.0% GLP and 1.0% CCR; 8th Grade EOG Composite 7.6% GLP and 3.3% CCR. For the 2023-2024, 6th Grade EOG Composite 17.6% GLP and 2.0% CCR; 7th Grade EOG Composite 0.0% GLP and 0.0% CCR; 8th Grade EOG Composite 5.9% GLP and 3.9% CCR. Alternative School Model Ratings for the 2023-2024 School Year indicate that Turning Point Academy Middle School earned a rating of "Maintaining" in a model that rates alternative schools as Declining, Maintaining or Progressing.

The principal led the administrator team with creating PLC Protocols that entailed the following: review and analysis of the North Carolina Standard Course of Study and clarification guides, content curriculum and resources, and related grade level formal/informal assessments. By leading PLC Planning and implementing the protocols listed above, the administrator team prompted teachers to implement backwards design, promote instructional alignment, and ensure that all students received high-quality instruction at Tier 1. Furthermore, the principal and administrator team created protocols and structures for aggressive monitoring during real-time instruction and use of aggressive monitoring tools along with data from formal and informal assessments to provide differentiated instruction. Data derived from the aggressive monitoring tools and formal/formal assessments were used to create lesson plans and implement related lessons to support all students' needs. Likewise, protocols were created and implemented to group students strategically in order to address their specific skill needs. The principal and administrator created and implemented use of a universal lesson plan documents to capture the measures for implementing high-quality instruction listed above. The principal also led the administrator team with creating and implementing use of a core action walkthrough form and a detailed walkthrough schedule to provide teachers with instructional coaching and feedback.

Successes with creation and implementation of the protocols and structures listed above include the following: Classrooms that entailed components that are essential to high-quality instruction. Data driven instruction that entailed total alignment, backwards design, analysis of curriculum, standards and formal/informal assessments, and differentiated instruction. Successes also entailed coaching, feedback, and support for teachers.

A challenge for the 24-25 school year will be supporting and coaching five new teachers from other countries. An opportunity to address this

challenge entails providing direct support for them in regards to unpacking the curriculum and standards with additional support from district provided resources. This will allow the administration to mold them into extraordinary teachers who understand and deliver content as intended by given standards. Likewise, new teachers will be paired with veteran teachers to support with implementing high-quality instruction.

Priority Score: 1

Opportunity Score: 2

Index Score: 2

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

The principal has fully implemented a structured and ongoing process for monitoring curriculum delivery and classroom instruction to ensure alignment with state standards, school instructional priorities, and evidence-based practices. Classroom visits, formal and informal walkthroughs, and instructional rounds are conducted on a consistent schedule, with a focus on both instructional quality and student engagement.

Feedback is timely, actionable, and framed within a coaching model that promotes professional growth. The principal uses observation tools aligned with the district's evaluation system and follows up with individualized conferences or digital feedback to clarify expectations, celebrate strengths, and target areas for improvement. Teachers report that feedback is clear, constructive, and directly supports their instructional practice.

In addition to individual feedback, trends identified through classroom monitoring inform the design of professional development, PLC discussions, and coaching cycles. The principal collaborates with instructional coaches and teacher leaders to ensure support is differentiated and aligned to teacher and student needs.

**Andrea Foggie**

**06/30/2026**

**Actions**

**5 of 8 (62%)**

9/19/24

The principal will create a core action walkthrough schedule with administration collaboration to provide aligned coaching feedback to teachers. (Goal 2, Goal 3, Guardrail 4).

Complete 10/18/2024

Walter Clyburn (9-12-23)

10/20/2024

Notes:

9/4/24	The principal will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management to identify coaching needs and provide teachers with immediate feedback. (Aligns Goal 3, Goal 2, and FAM-S 3)	Complete 10/31/2024	Walter Clyburn (9-12-23)	10/31/2024
<i>Notes:</i>				
8/12/24	The admin Team will create an administrative formal observation schedule to adhere to the NC teacher performance evaluation expectations to give timely feedback for all staff. (Goal 2, Goal 3, Guardrail 4)	Complete 11/26/2024	Walter Clyburn (9-12-23)	12/01/2024
<i>Notes:</i>				
8/12/24	ILT Team will create Instructional Implementation folders for teaching staff to reference for best management and instructional practices in an effort to positively impact student learning. (Goal 2, Goal 3)	Complete 11/26/2024	Walter Clyburn (9-12-23)	12/01/2024
<i>Notes:</i>				
9/11/24	The admin team will create an interview team to assist in the hiring process and target qualified staff with the right skillset to work at Turning Point Middle School. (Guardrail 4, all goals).	Complete 02/27/2025	Walter Clyburn (9-12-23)	03/01/2025
<i>Notes:</i>				
9/26/25	The principal and Instructional Leadership Team will conduct calibration walks and a need assessment survey for the purpose of tiering teachers and determining levels of support and coaching to improve teaching capacity. (Goal 2, Goal 3, Guardrail 4)		Andrea Foggie	10/03/2025
<i>Notes:</i>				
9/23/25	The principal will develop a weekly walkthrough calendar and will conduct Core Action Walks with the ILT, to analyze standards-based instruction and curriculum implementation to to identify professional development and coaching needs as well as provide teachers with immediate feedback (CMS Goal 2, Goal 3, Guardrail 4)		Andrea Foggie	06/10/2026
<i>Notes:</i>				
9/23/25	The principal will create and utilize a teacher evaluation schedule to conduct formal observations to give timely feedback using the NCEES rubric. (CMS Goal 2, Goal 3, Guardrail 4)		Andrea Foggie	06/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/23/2025		
<b>Evidence</b>	2/28/2025			

<i>Experience</i>		2/28/2025			
<i>Sustainability</i>		2/28/2025			
<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>		<p>A review of this indicator in September 2025 shows that during the 2025-26 school year, the projected enrollment was 27 students and 0 EC students; which impacted the Title 1 Budget and position allotments. The school is not allocated a Master Literacy, or Master Math Teacher to facilitate PLCs and Common Planning. Funding was allocated for 2025 Summer Planning, however, due to limited funding there were no funds available for 2025 Summer Professional Development. The school utilizes the instructional resources provided by the district such as i-ready, district curriculum, and MVPA benchmark assessments and resources.</p> <p>The challenges aligned to this indicator we anticipate needing to be addressed for the 2025-26 SY are funding for curriculum development and instructional planning. Extended Day funding that includes both Math and ELA tutoring. Opportunities for the 2025-26 SY that include professional development for staff to Increase teacher confidence and efficiency with i-Ready tools. Resources to provide professional development to change instructional practices grounded in standards-based instruction including, centers, small group instruction, and trauma-informed instruction.</p> <p>During the 2024-2025 school year, we ensured that all funds to be spent were approved by the School Improvement Team. This system helps ensure that we allocate funds to meet the school's and students' needs. Additionally, funds were allocated during the summer to develop systems that would enhance the Core's conducive to student learning. With district help and support, we were able to obtain mental health services in which all students participated in weekly groups.</p> <p>The SIP goal that aligns to this indicator is: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.</p> <p>As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state.</p>	Limited Development 09/15/2023		

The 2023-2024 EOG data: Grade Level Proficiency (GLP) - 1.4% of Students at Achievement Levels 3/4/5 in Gr 8 Math and College and Career Readiness (CCR) - 1.4% of Students at Achievement Levels 4 or 5 in Gr 8 Math. The 2023-2024 EOC data: Grade Level Proficiency (GLP) - 50% of Students at Achievement Levels 3/4/5 in Math 1 and College and Career Readiness (CCR) - 50% of Students at Achievement Levels 4 or 5 in Math 1.

One major success this year is that the middle school was divided from the high school. This allowed for funds to be allocated and reach the needs of the grade band it serves. It also allowed for the schedule in PowerSchool to reflect what was happening as it relates to instructional delivery throughout the day. One barrier faced during the divide is that all resources were not equally divided among the schools, which caused hardships throughout the year. Another challenge is that instructional funds are based on headcount on a specific day of the year, and with students being reassigned daily, it is hard to allocate proper funds and resources for students you don't know who we will have. We can continue to build community partnerships to provide resources for our students and parents.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p><b>How it will look when fully met:</b></p>	<p>When this indicator meets full implementation, the school has fully aligned its resource allocation including financial resources, instructional time, and human capital with the school's clearly defined instructional priorities. The School Improvement Team, in collaboration with district leadership, has established systems to ensure that all budgetary and staffing decisions directly support evidence-based strategies aimed at improving student outcomes, particularly for underperforming subgroups.</p> <p>Title I and other federal/state funding streams are strategically leveraged to support targeted interventions, professional development, high-quality instructional materials, and data-informed instructional practices. Staffing decisions prioritize the placement of highly effective teachers in core content areas and critical intervention roles, while scheduling is intentionally designed to protect instructional time for core instruction, intervention blocks, collaborative planning, and professional learning communities (PLCs).</p> <p>As a result of these aligned practices, the school is able to implement its instructional priorities with fidelity, monitor their impact, and continuously improve teaching and learning conditions that support student success.</p>		<p><b>Andrea Foggie</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>2 of 3 (67%)</b></p>		
<p>9/18/23</p>	<p>Within the 2023-24 school year, our school identified the following resource inequity: instruction/training; as a result, our school plans to mitigate this inequity by engaging in RELAY/NCILA professional development to increase leadership capacity around instructional best practices (title 1 budget, EVAAS).</p>	<p>Complete 04/30/2024</p>	<p>Walter Clyburn</p>	<p>04/30/2024</p>
<p><i>Notes:</i> <a href="https://docs.google.com/document/d/1amPreXoeczkQdpkWepcu7Mb97DnqlyZx/edit?usp=sharing&amp;oid=112100359720249280638&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1amPreXoeczkQdpkWepcu7Mb97DnqlyZx/edit?usp=sharing&amp;oid=112100359720249280638&amp;rtpof=true&amp;sd=true</a></p> <p>Link to CNA: <a href="https://drive.google.com/file/d/1rQ0kVWovPaiPwHwSzNfMfYrBl3Jyw29V/view?usp=drive_link">https://drive.google.com/file/d/1rQ0kVWovPaiPwHwSzNfMfYrBl3Jyw29V/view?usp=drive_link</a></p> <p>This is being pushed back to allow the Relay Training to be learned and implemented with fidelity.</p>				
<p>8/12/24</p>	<p>Create a system in which the SIP Team approves purchases before they occur.</p>	<p>Complete 02/21/2025</p>	<p>Harrison Conyers (9-12-23)</p>	<p>02/28/2025</p>

<i>Notes:</i>				
9/23/25	Within the 2025-26 school year, our school identified the following resource inequity: instruction/training. As a result, our school plans to mitigate this inequity by engaging in Turnaround professional development to increase leadership capacity around instructional best practices (Title I budget, EVAAS).		Andrea Foggie	06/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		03/28/2025		
<i>Evidence</i>	5/1/2024			
<i>Experience</i>	5/1/2024			
<i>Sustainability</i>	5/1/2024			

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>				
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>				
	<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

In the 2024-2025 school year, we successfully established a diverse Instructional Leadership Team (ILT) comprising multiple regular education teachers, a special education teacher, representatives from Student Support Services, the Dean of Students, and the school's principal.

The ILT meets at least once per month to analyze the implementation, effectiveness, and reliability of our multi-tiered instructional support system (MTSS) for academics, behavior, and the social-emotional needs of our students. We evaluate data using information and data from i-Ready (an academic platform), the School-wide Positive Behavior Support plan to promote positive behaviors, and the Capturing Kids' Hearts Leadworthy Lessons (social-emotional learning).

During the 2024-2025 school year, we achieved success through growth in i-Ready Reading and Math. Based on formal and informal observations, we observed teachers implementing small-group instruction using i-Ready strategic grouping data (Tier I, II, and III). Teachers also used components of Capturing Kids Hearts to ensure they taught to their students' emotional needs while supporting their academic and behavioral needs.

Beginning teachers met monthly and received an Instructional Playbook to gather ideas on implementing evidence-based instruction while planning lessons. Teachers could identify areas where learning gaps existed and work diligently to address them through data analysis.

We have Lead Behavior Technicians (BMTs) who support behavior instruction in each classroom. Teachers and BMTs use the School-wide Positive Behavior Support plan in correlation with the school-wide behavior matrix and classroom behavior matrices to instruct and promote positive behaviors throughout the school building.

School-wide Positive Behavior Support reward and reinforcement posters are displayed throughout the school building, along with the school-wide behavior matrices, creed, and pledge, to promote positive student behaviors visually.

One challenge we face in the alternative environment is the transient nature of student movement, which is influenced by admission and enrollment dates. This challenge hinders our ability to evaluate and assign students to academically aligned Tiers II and Tier III before we have acquired the necessary data.

Limited Development  
07/24/2024

The SIP goal that aligns to this indicator is: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

Data indicating the extent to which this goal was met during the 2023-2024 School Year is as follows: : for 2022-2023, 6th Grade EOG Composite 5.0% GLP and 2.5% CCR; 7th Grade EOG Composite 2.0% GLP and 1.0% CCR; 8th Grade EOG Composite 7.6% GLP and 3.3% CCR. For the 2023-2024, 6th Grade EOG Composite 17.6% GLP and 2.0% CCR; 7th Grade EOG Composite 0.0% GLP and 0.0% CCR; 8th Grade EOG Composite 5.9% GLP and 3.9% CCR. Alternative School Model Ratings for the 2023-2024 School Year indicate a rating of "Maintaining" in a model that rates alternative schools as Declining, Maintaining or Progressing.

The Principal led the administrator team with created PLC Protocols that entailed the following: review and analysis of the North Carolina Standard Course of Study and clarification guides, content curriculum and resources, and related grade level formal/informal assessments. By leading PLC Planning and implementing the protocols listed above, the administrator team prompted teachers to implement backwards design, promote instructional alignment, and ensure that all students received high-quality instruction at Tier 1. Furthermore, the principal and administrator team created protocols and structures for aggressive monitoring during real-time instruction and use of aggressive monitoring tools along with data from formal and informal assessments to provide differentiated instruction. Data derived from the aggressive monitoring tools and formal/formal assessments were used to create lesson plans and implement related lessons to support all students' needs. Likewise, protocols were created and implemented to group students strategically in order to address their specific skill needs. The principal and administrator created and implemented use of a universal lesson plan documents to capture the measures for implementing high-quality instruction listed above.

The 2023-2024 EOG data: Grade Level Proficiency (GLP) - 1.4% of Students at Achievement Levels 3/4/5 in Gr 8 Math and College and Career Readiness (CCR) - 1.4% of Students at Achievement Levels 4 or 5 in Gr 8 Math. The 2023-2024 EOC data: Grade Level Proficiency (GLP) - 50% of Students at Achievement Levels 3/4/5 in Math 1 and College and Career Readiness (CCR) - 50% of Students at Achievement Levels 4 or 5 in Math 1.

During the 2023-2024 school year we created and implemented use of

a detailed walkthrough schedule to provide teachers with instructional feedback and coaching notes. This could be viewed as one of our successes. During Learning Community and other District Walkthrough Observations, our teachers received accolades for providing the best math instruction, classroom essentials, and instructional look-fors throughout the Central Learning Community (particularly in seventh and eighth-grade). Based on the walk-through data/ observation cycle, the administration provided teachers with direct feedback on instruction at least twice a month. Furthermore, information gleaned from those observations were used to craft PLC Meeting agenda, and next steps were determined to address teachers' specific needs. Teachers were aware of the classroom essentials shared weekly in the TPA Middle School (SMORE) emailer. There was also a weekly Focus Word provided which was reviewed each week on Monday with students over the intercom, and used as a continued theme to promote high-quality teaching and learning and positive behavior. We faced challenges related to Branching Minds in how we could implement student interventions in the district platform due to our students constantly moving in and out of schools. Our Dean also experienced challenges with the Branching Minds platform, which continually reassigned her to her former work location. The team developed another way to track student interventions through WIN Time.

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

Teachers will actively participate in PLC Planning. During PLC Planning teachers will engage in using the NCSCOS and clarification guide to unpack lesson-related standards/skills. Teachers will implement backwards design by connecting lesson related standards and skills to curriculum based, state and federal testing formal assessments and informal assessments. Teachers will implement use of aggressive monitoring tools and data analysis of formal/informal assessments to identify the needs of all students. Subsequently, teachers will employ measures for high-quality, differentiated instruction and strategic grouping in their lesson plans.

With respect to MTSS and tiered support for students academically, all students receive district-mandated curriculum and related resources at Tier 1. With respect to Tiers II and III, students receive extended instructional support during WIN (What I Need) Time in which students access iReady to support their specific skill needs in Math and Reading. Data and related instructional plans (that are derived from iReady) and

**Shameeka Wansley**

**06/30/2026**

used to address students' specific skill needs may be housed in Branching Minds. Implementation of data-driven instructional plans/interventions and related student responses to the plans/interventions will be progress monitored. Subsequently, data-driven instructional next steps will be implemented to increase student achievement and close achievement gaps for African American students. Moreover, we will develop individual intervention plans for African American students. We will use Branching Minds and the 2024-2025 Data Decision Guidance to support with increasing academic achievement.

With respect to MTSS and tiered behavior support for students, all students receive School-wide Positive Behavior Support at Tier 1, in which positive behaviors (S.T.A.R.S. - S - I **S**tay Safe, T - I **T**hink Before I Act, A - I **A**ct with Intelligence, R - I **R**espect Myself and Others, S - I **S**tand for Excellence) are taught, displayed and reinforced throughout the school environment. Students earn Star Bucks for displaying the appropriate behaviors and they earn incentives for earning 10 or more Star Bucks weekly. With respect to Tiers II and III, Check-in/Check-out along with Point and Level Sheets are implemented. Social Skill instruction and Behavior Contracts are also implemented at Tiers II and III. Educator's handbook is used as a resource to document behaviors and progress monitor interventions.

The following will be used as evidence of full implementation: Formal/informal assessment data derived from curriculum-based, state and federal and MVPA Benchmark assessments. PLC planning agendas and PLC planning protocols. Universal Lesson Plan implementation. Differentiated and small group instruction. Aggressive monitoring implementation and use of aggressive monitoring tools to capture real time instructional data. Formal and informal teacher observation data.

<b>Actions</b>		<b>7 of 10 (70%)</b>		
9/19/24	The admin team will train staff on using Branching Minds for Tier II and Tier III students to create individual plans for student progress monitoring. (Guardrail 1, FAM-S 3)	Complete 11/26/2024	Shameeka Wansley	12/01/2024
<i>Notes:</i>				

9/19/24	The ILT team will train teachers in I-Ready to create individual student plans for Tier II and Tier III in the MTSS process in an effort to meet individual student needs. (Guardrail 1)	Complete 11/26/2024	Shameeka Wansley	12/01/2024
<i>Notes:</i>				
8/30/24	Title I Budget: \$27,350.51  Action: The teachers will be paid to work summer hours to unpack lessons, prepare to coach our EIT teachers coming to our school, and intensively model lessons during the first quarter to support teachers with best practices and ways to impact student learning. (Guardrail 1)	Complete 02/28/2025	Harrison Conyers (9-12-23)	03/01/2025
<i>Notes:</i> School SMART Goal: TPAMS will increase the percentage of students scoring proficient on reading MVPA Benchmark assessments in grades 6-8, which will increase from 10% in SY2023-24 to 20% in SY2024-25.  (Aligns to A2.04 and B3.03 and CMS Goal 2) The goal was pushed back to ensure proper funding is in place.				
3/7/25	Supplies will be used to support classroom instruction through tools purchased from Staples. The approximate cost is \$6,900.	Complete 03/31/2025	Harrison Conyers (9-12-23)	03/31/2025
<i>Notes:</i>				
8/5/24	The Administrative Team will lead PLC Planning monthly, and the principal will report on MVPA Benchmark Assessment Data during the quarterly district report-out dates to increase overall student proficiency and college and career-readiness (All goals and Guardrail 1).	Complete 05/23/2025	Walter Clyburn (9-12-23)	05/23/2025
<i>Notes:</i>				
3/28/25	Summers Session I We are going to use approx. \$5,325.30 to begin summer prep for the upcoming school year.	Complete 06/23/2025	Harrison Conyers (9-12-23)	06/15/2025
<i>Notes:</i>				
9/12/25	Title I Budget: \$15,274.00  Action: The teachers will be paid to work summer hours to unpack lessons, prepare to coach our teachers coming to our school, and intensively model lessons during the first quarter to support teachers with best practices and protocols that will impact student learning. (Guardrail 1) This will help in increasing student proficiency from		Harrison Conyers (9-12-23)	10/31/2025

<i>Notes:</i>				
8/5/24	Admin Team and ILT 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 specific intervention and progress monitoring data for tiered intervention plans. (Guardrail 1, FAM-S 3)	Complete 11/26/2024	Shameeka Wansley	12/01/2025
<i>Notes:</i>				
9/9/25	The instructional leadership team will (by ...) conduct a comprehensive needs assessment and audit of current tiered instructional practices (if any) by collecting and analyzing data from teacher surveys, classroom observations, and student performance, in order to identify strengths and areas for growth and inform the implementation of a consistent, evidence-based tiered instructional system.		Harrison Conyers (9-12-23)	01/25/2026
<i>Notes:</i>				
9/9/25	By the end of the 25-26 SY, the school will deliver at least four (one in each quarter) professional development sessions focused on evidence-based tiered instruction—covering differentiation, intervention strategies, and progress monitoring—with at least 90% of instructional staff attending and completing post-training reflections to ensure teachers are equipped to meet the diverse needs of students across all tiers		Shameeka Wansley	02/25/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

In the 2024-2025 school year, we successfully developed a universal instructional framework across all content areas.

The Instructional Leadership Team (ILT):

Collaborated monthly to evaluate the effectiveness of previously created policies, procedures, and plans for delivering high-quality teaching and learning processes aligned to meet all students' academic, behavioral, and social-emotional needs.

Instructional delivery was based on best practices to deliver research-based instruction that meets the individual needs of students through the analysis of data and the development of individualized student plans. Opportunities for practice, scaffolding, and quality feedback were provided. Mentoring and direct coaching were provided to all teachers, with a particular focus on supporting beginning teachers.

The Professional Learning Communities (PLC) and grade and content area teams meet twice weekly to collaborate and evaluate curriculum pacing guides, content instruction, lesson planning, and instructional content for assessments and feedback. Evaluate stated goals and objectives that students will be accountable for learning throughout instruction. Evaluate instructional delivery methods based on instructional look-fors for each subject area and standards alignment with objectives. Grade-level tasks and activities require rigorous critical thinking. Student engagement

For the 2024-2025 school year, we experienced success with our administrative team collaboratively engaging with teachers twice a week during planning sessions that focused on unpacking Standards, delivery of the curriculum/pacing, analyzing student data and thoroughly examining the scope and sequence, we established planning protocols and procedures that supported teachers in the backward design planning process. We have experienced success in helping new teachers learn and apply the curriculum with fidelity. We created a Universal Planning Template for teachers to use while unpacking standards and developing plans. Furthermore, we experienced success with students demonstrating growth in local assessments. On the MVPA Benchmark I (BOY) to MVPA Benchmark II (MOY) growth was shown with an overall reading increase of GLP 7.8% and CCR 4.0%, overall math increase of GLP 2.9% and CCR 5.8%, and an overall 8th-grade science increase by a GLP of 10.9% and CCR of 0.3%.

Some challenges we faced included acquiring second-semester new

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hires, who lacked key components from the beginning and middle of the year planning sessions that would have been of great value at the close of the 2024-25 school year.

The SIP goal that aligns to this indicator is: 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 12% in SY2021-22 to 28% in SY2023-24.

The 2023-2024 EOG data: Grade Level Proficiency (GLP) - 1.4% of Students at Achievement Levels 3/4/5 in Gr 8 Math and College and Career Readiness (CCR) - 1.4% of Students at Achievement Levels 4 or 5 in Gr 8 Math. The 2023-2024 EOC data: Grade Level Proficiency (GLP) - 50% of Students at Achievement Levels 3/4/5 in Math 1 and College and Career Readiness (CCR) - 50% of Students at Achievement Levels 4 or 5 in Math 1.

Structures and processes are created to implement backward design within instructional planning and total instructional alignment (in the form of PLC planning protocols and universal lesson plan templates). To this end, the structures and processes prompted using the North Carolina Standard Course of Study, the Clarification Guide, and content area curriculum in conjunction with related curriculum-based formal assessments and State/Federal Formal Assessments to promote total alignment with lesson planning. Furthermore, protocols, processes, and structures were created and implemented for data analysis during PLC Planning. One noted success with this indicator was the establishment of the WIN Data protocol, which was established for teachers to analyze student assessment data on the MVPA. There was an established PLC Meeting schedule for teachers and a dedicated location was identified where the teacher and the administrative lead would meet twice a week for PLC Meetings. Teachers would also receive feedback from walkthrough observations that would happen weekly. This data was captured in the walkthrough data form. One challenge we faced this year was that 70% of our teachers were Beginning Teachers. A challenge for the 24-25 school year will be supporting and coaching five new teachers from other countries. An opportunity to address this challenge will be to provide direct initial support for them in regards to unpacking the curriculum and standards with additional support from district provided resources. This will allow the administration to mold them into extraordinary teachers who understand and deliver content as intended by given standards.

Implementation of Professional Learning Community (PLC) Planning Structures and Protocols that include but are not limited to backward design planning, curriculum guides, NC Standard Course of Study, clarification guides, pacing guides, school-wide lesson plan templates, aggressive monitoring, and related tools.

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

Teachers actively participate in Professional Learning Community (PLC) planning sessions, which have become an integral part of our educational process.

Teachers immerse themselves in PLC planning protocols designed to facilitate the development of rigorous grade-specific curriculum-aligned teaching materials. These protocols serve as valuable guides in ensuring that our instructional practices meet the highest standards. Instructional Teams will implement best practices for high-quality plans for optimal teaching and learning.

Teachers will embrace the crucial responsibility of implementing standards that seamlessly align with our curriculum. This commitment to alignment guarantees that our students receive a comprehensive and cohesive educational experience.

Administrator led PLC Planning will be held 2 times per month per content area. We will plan with unit assessments, pacing guides, unpacking the standards, instructional modeling, identification of potential student misconceptions/misunderstandings, implementation of aggressive monitoring with related tools, strategic student grouping, and implementation of small group and individualized instruction.

Administrator led PLC Planning will be held once per month per content area. The focus will be on data-driven instructional practices. Teachers will revisit lesson plans based on aggressive monitoring data in correlation with summative assessment data to evaluate student learning at the end of an instructional unit. This will determine when and how teachers re-loop and reteach standards.

All supplements must be alignment with the standard(s), pacing of CMS curriculum and resources (used as intervention, remediation, and/or enrichment in evidence of school's students academics/performance data)

Small group instruction will consist of students being strategically

**Shameeka Wansley**

**06/30/2026**

grouped based upon data that is derived from their demonstration of lesson-related skills. The data will come from aggressive monitoring during real-time instruction as well as formal and informal assessments. Subsequently, skills that will be taught and the groups in which students will receive skill-based instruction will be evidenced on Lesson Plans our school's universal lesson plan.

**Actions**

**5 of 7 (71%)**

9/25/24	ILT will develop a protocol for teachers (in PLCs) to unpack standards to create curriculum-aligned lesson plans to be utilized in core and small-group instruction. (Goal 2 and 3)	Complete 10/10/2024	Shameeka Wansley	10/10/2024
<i>Notes:</i>				
7/25/24	The ILT team will develop PLC Data-Driven Instruction (DDI) Planning schedule to be implemented monthly to inform small groups and track the individual progress of students through the standards. (Goal 2, Goal 3, Guardrail 1)	Complete 11/01/2024	Shameeka Wansley	11/01/2024
<i>Notes:</i>				
7/25/24	The administration will develop a PLC Curriculum and Instruction Planning schedule to be implemented weekly to provide teachers with dedicated time to plan, unpack standards, and analyzing student work. (Goal 2, Goal 3)	Complete 11/26/2024	Shameeka Wansley	12/01/2024
<i>Notes:</i>				
7/25/24	The ILT Team will develop and execute a school-wide data analysis system for PLCs to analyze and review attendance, behavior, and common assessment data at least once a week. (Goal 2, Goal 3, FAM-S 29).	Complete 01/10/2025	Shameeka Wansley	01/11/2025
<i>Notes:</i>				
7/25/24	The ILT Team will utilize multiple data points (i.e., Mastery Connect data, student work samples, informal class walkthroughs, core action walkthroughs, and data dive forms) to identify individual coaching needs and ensure standards-aligned instruction. (Goal 2, Goal 3, FAM-S 29)	Complete 06/10/2025	Shameeka Wansley	06/15/2025
<i>Notes:</i>				

9/12/25	We will use Title I funds (\$27,142) to purchase instructional supplies, including SEL Materials, math manipulatives, anchor charts, and student supplies. These items will be purchased from Staples, Forms, and Supplies. Student proficiency will increase from ___% to ____%.		Harrison Conyers (9-12-23)	06/10/2026
<i>Notes:</i>				
9/16/25	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 providing 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.		Harrison Conyers (9-12-23)	06/10/2026
<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
<i>Initial Assessment:</i>		<p>In the 2024-2025 school year, we successfully utilized the Capturing Kids' Hearts Social and Emotional curriculum and instructional practices to promote a culture of emotional regulation in a safe and nurturing environment.</p> <p>For the 2024-2025 school year, we experienced success with Capturing Kids' Hearts through the creation and implementation of Social Contracts in all classes. Additionally, BMTs provided behavior support and instruction in each instructional block and supported teachers in reinforcing positive behaviors in real time.</p> <p>We conducted quarterly discipline assemblies, during which the administrative team retaught, reset, and reinforced behavior expectations and procedures for each grade-level cohort based on our school-wide behavior matrix, data, and social-emotional programming. Our school guidance counselor provided instructional support every quarter to help students manage their emotional states through mediation and one-on-one counseling sessions.</p> <p>Student grade-level groups met weekly in confidential support sessions with our therapeutic support specialist and a therapist from NC Health Partners to instruct and guide students in managing their emotions. The NC Health Partners therapeutic support specialist and therapist also provided daily counseling and individualized support as needed for</p>	Limited Development 07/24/2024		

students throughout the school day.

We successfully implemented a behavior point system to incentivize students who demonstrate positive behavior and reinforce positive behaviors and expectations.

We encountered challenges when staff members were not adequately prepared to support students in crisis. To overcome these challenges, we provided staff with opportunities to train on research-based social and emotional practices, routines, and processes necessary for responding to various behavioral situations and meeting the needs of our students. Training was conducted routinely during monthly staff meetings, early release days, and teacher workdays. Additionally, the Principal's Weekly Newsletter consistently shared communication and reminders to ensure our team remained prepared to support students during critical moments.

The SIP goal that aligns with this indicator is: The percentage of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 43% on the Fall 2021 Panorama Screener (in Grades 6-12) to 68% in SY2023-24. Due to the passing of SB-49, we could not administer the panorama survey to most of our students and do not have current data for this goal.

We've achieved success in meeting this indicator by implementing several key initiatives. One of our initiatives is to dedicate daily time to Social-Emotional Learning (SEL). Each day, 20 minutes of SEL instruction is delivered using a research-based curriculum (Capturing Kids' Hearts --- Leadworthy Character lessons ). Our Guidance Counselor plays a vital role in monitoring the effective implementation of SEL instruction (Capturing Kids Hearts) and works closely with small groups of students to provide additional support.

We've established a valuable partnership with Thompson Child and Family Services, and this initiative offers individual/group counseling, lessons, and therapy to support our Social-Emotional Learning framework. Students receive this initiative daily and weekly, depending on their needs.

However, we face challenges related to this indicator, which revolves around ensuring clarity regarding the roles and responsibilities of supporting students in crisis. We recognize the opportunity to provide training and regular reminders during early release and teacher workdays to address this challenge. This proactive approach will help ensure our team remains well-prepared to support students during

critical moments.

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

Teachers consistently deliver Capturing Kids Heart lessons daily, ensuring that students engage with and benefit from social-emotional learning experiences. We regularly analyze student discipline data to gauge our progress and the effectiveness of these efforts.

Additionally, we encourage our students to take responsibility for their behavior, actively monitor it, and make necessary adjustments. This self-awareness and adaptability contribute significantly to their personal growth and development.

Furthermore, we closely track and analyze group and individual counseling sessions to assess their impact on students' Point Sheet Data. This comprehensive approach allows us to ensure that our efforts in promoting social-emotional well-being are making a positive difference in our students' lives. Ongoing professional development is presented to staff to build their capacity to identify and remediate social-emotional deficits that impact students' success.

**Harrison Conyers (9-12-23)**

**06/30/2026**

**Actions**

**7 of 11 (64%)**

9/4/24 The administrative team will create a quote of the day to create an opportunity for students to connect and build relationships; students will have a trusted adult to support them throughout the day to improve school culture and climate. (Guardrail 2, Guardrail 3)

Complete 09/27/2024

Harrison Conyers (9-12-23)

09/27/2024

Notes:

9/25/24 The admin team will train teachers the school-based Behavior Matrix and ways to implement it in the classroom in an effort to positively impact student behavior at school. (FAM S-30, Guardrail 2)

Complete 10/01/2024

Harrison Conyers (9-12-23)

10/01/2024

Notes:

9/10/24	The school guidance counselor and dean of students will manage expectations and protocols for Social-Emotional Learning (SEL) once a year by providing teachers with an initial professional development session on accessing and using SEL lessons using the Capturing Kids Hearts program to enhance school culture and climate. (Guardrail 2, Guardrail 3)	Complete 11/29/2024	Kristen Davis (9-12-23)	12/01/2024
<i>Notes:</i>				
9/19/24	The administrative team will create two icebreaker questions to create an opportunity for students to connect and build relationships; students will have a trusted adult to support them throughout the day to improve school culture and climate. (Guardrail 2, Guardrail 3)	Complete 11/29/2024	Harrison Conyers (9-12-23)	12/01/2024
<i>Notes:</i>				
9/4/24	Teachers will implement daily Social Emotional Learning (SEL) time in the mornings using elements from the Capturing Kids' Hearts program (Morning Meetings, Group Sharing, Good Things, Signals (Time Out, Check, Foul)) with Leadworthy Character lessons of Engage, X-plore, Communicate, Empower and Launch as our Schoolwide Core Social-Emotional Practices to support the needs of students. (Guardrail 3, FAM-S 31)	Complete 06/10/2025	Kristen Davis (9-12-23)	06/10/2025
<i>Notes:</i>				
9/4/24	The administrative team will create and facilitate a structured professional development plan for teachers to implement Capturing Kids' Hearts to strengthen the school culture and climate. (Guardrail 2, and Guardrail 3)	Complete 06/10/2025	Harrison Conyers (9-12-23)	06/10/2025
<i>Notes:</i>				
9/16/24	Turning Point Middle-will implement a three tiered Attendance Plan to decrease our number of chronically absent students by 30%. (Guardrail 3) <a href="https://docs.google.com/document/d/1O_nla6TQ9oWAPfwhN_wlot00XgZLXPnJNzauNpGVL88/edit">https://docs.google.com/document/d/1O_nla6TQ9oWAPfwhN_wlot00XgZLXPnJNzauNpGVL88/edit</a>	Complete 06/16/2025	Harrison Conyers (9-12-23)	06/15/2025
<i>Notes:</i>				
9/9/25	All staff will complete a professional development series focused on trauma-informed practices and social-emotional learning (SEL) the week before students begin the SY, with 100% participation verified through attendance records and reflective exit slips, to build staff capacity to recognize students' emotional states and respond with appropriate guidance and support.		Harrison Conyers (9-12-23)	01/30/2026
<i>Notes:</i>				

9/9/25	Fortnightly, each teacher will implement and document emotional check-ins with (assigned or homeroom) students using a school-approved digital survey with participation tracked and reviewed monthly by school counselors to ensure consistent monitoring of student well-being, and to make the needed referrals for the required intervention to be given.		Kristen Davis	01/30/2026
<i>Notes:</i>				
9/16/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Harrison Conyers (9-12-23)	06/10/2026
<i>Notes:</i>				
9/16/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Harrison Conyers (9-12-23)	06/10/2026
<i>Notes:</i>				