

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:

Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)

To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

The percentage 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 .4% in SY2021-22 to 14.2% in SY2022-23 and 28% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will exceed the expected Educator Value-Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percentage of students reporting a positive self-perception of their engagement will increase from 31% on the Fall 2021 Panorama Screener (in Grades 6 -12) to 36% in SY2022-23 and 41% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 19.8% in SY2021-22 to 14.8% in SY2022-23 and 9.8% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

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

We will increase our Student with Disabilities (SWD) and Multi-language Learners (ML) subgroup(s) performance grade from a F to a D or higher in 2023-24.



! = Past Due Objectives

KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	High expectations for all staff and students

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>As of June 2023, we have met our 2022-2023 SIP goal targets as our disproportionality rate was 7%. Common processes, procedures, behavior expectations and discipline practices were modeled and shared for implementation. An emphasis was placed on developing routines, processes, and shared expectations. Built into the daily bell schedule is protected times to address students' social-emotional needs by continuing the school-wide implementation of Caring Schools as well as Restorative/Relational Practices. The protected time occurs during morning advisory.</p> <p>As of June 2023, our successes included the seventh grade team really embracing SEL and caring schools curriculum. This is evident in the suspension data as the seventh grade suspensions, 1.2 days per incident versus 1.4 days per incident in 6th and 8th grade, are lower than any other grade. The seventh grade also had the least staff turnover, with 7 of 8 teachers returning which helped with consistent student discipline practices.</p> <p>As of June 2023, the following opportunities exist to address the challenges in the 2023-2024 school year. We will begin the school year with a whole school de-escalation training provided by the SDSB team. Follow-up training will occur during required teacher workdays and early release days. Follow-up check-ins will occur at grade level and staff meetings. Classroom walkthroughs and formal observations will inform the progress. In addition, we will continue to be proactive with training the new staff in regards to classroom procedures and protocols around student behavior. Lastly, we will have a fully functioning MTSS team to support students who experience behavioral challenges. (Guardrail 3)</p>	Limited Development 08/14/2022		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> • 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 		Corina Mota (12/3/2022)	06/15/2024

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.
- 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.

<p>8/14/22</p>	<p>The leadership team and the JMA Way/CSC team will continue to review monthly behavior data (suspensions, referrals, teacher patterns, location patterns) during the monthly JMA Way committee meetings. The team will evaluate the effectiveness of the Advisory and Community Time (SEL time), through student/teacher survey feedback and the Panorama survey data. During the bi-weekly meeting with Student Services, students with chronic absenteeism and other concerns are addressed. The administrative team will monitor the following:</p> <ul style="list-style-type: none"> a) Morning advisory implementation and Community Time (built into the daily schedule). b) Panorama survey administered in the Fall and Spring. c) Monitor and address the chronic absenteeism of students. c) Ongoing Professional Development (Caring Schools Community) on teacher workdays, grade level meetings, and early release days d) Provide teachers and support staff full access to the Caring Schools Community Lessons and Resources. <p>(Aligns to A4.06 and CMS Guardrail 3)</p>	<p>Complete 06/08/2023</p>	<p>Corina Mota (12/3/2022)</p>	<p>06/08/2023</p>
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Notes: March 7, 2023 - JMA Way committee has been dissolved and replaced with the academic team.

SEL committee met to discuss the SEL implementation as well as increase participation among both student and staff.

Panorama Survey will be completed at the end of the month.

6/12/2023 - Shifted from the JMA team to the admin team and did monthly review, with student discipline data.

6/12/2023 -

As of June 2023, we have met our 2022-2023 SIP goal targets as our disproportionality rate was 7%. Common processes, procedures, behavior expectations and discipline practices were modeled and shared for implementation. An emphasis was placed on developing routines, processes, and shared expectations. Built into the daily bell schedule is protected times to address students' social-emotional needs by continuing the school-wide implementation of Caring Schools as well as Restorative/Relational Practices. The protected time occurs during morning advisory.

As of June 2023, our successes included the seventh grade team really embracing SEL and caring schools curriculum. This is evident in the suspension data as the seventh grade suspensions, 1.2 days per incident versus 1.4 days per incident in 6th and 8th grade, are lower than any other grade. The seventh grade also had the least staff turnover, with 7 of 8 teachers returning which helped with consistent student discipline practices.

As of June 2023, the following opportunities exist to address the challenges in the 2023-2024 school year. We will begin the school year with a whole school de-escalation training provided by the SDSB team. Follow-up training will occur during required teacher workdays and early release days. Follow-up check-ins will occur at grade level and staff meetings. Classroom walkthroughs and formal observations will inform the progress. In addition, we will continue to be proactive with training the new staff in regards to classroom procedures and protocols around student behavior. Lastly, we will have a fully functioning MTSS team to support students who experience behavioral challenges.

(Guardrail 3)

9/22/23	Full implementation of SEL / Caring Schools (FAM S-30)		Corina Mota (12/3/2022)	02/28/2024
<i>Notes:</i>				
9/22/23	Implement quarterly celebrations for students based on academics and behavioral data. (FAM S 30)		Gwen Love, Andrew Cowan	06/16/2024
<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.			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of June 2023, we have not met the target with the overall school proficiency rate of 34% GLP and 18.8% CCR overall. In Math 8, our CCR increased from 0.4% to 2.3%, but fell short of the 14% goal set by the district. In Math and ELA we held continual professional development through the PLCs with the Math Facilitator, Academic Facilitator and District Curriculum Specialist. All teachers received professional development in IB curriculum implementation through monthly grade level professional development.</p> <p>As of June 2023, we experienced success with growth on the Math 6 and 8 CCR, and showed a significant gain in the MLL population - 12.5% increase in GLP and 5.6% increase in CCR. Our MAP data indicated that we had 51.3% (6th grade Math), 44.7% (8th grade Math) met or exceeded</p>	Limited Development 08/14/2022		

their projected percentage and the IXL data has shown that students have mastered over 12,000 skills.

As of June 2023, we experienced challenges in meeting the 2022-2023 SIP goal targets. In Grade 8 math, no student was expected to demonstrate proficiency. In our continual planning we will implement professional development on how to use data to support student growth and differentiation strategies school wide. In addition, we experienced a large amount of staff turnover during the 22-23 school year and were not able to fill 2 ELA positions.

For the 2023-2024 school year we are starting the year with the same leadership team and that will help the school have a more stable environment next year. In addition, it will allow for consistent school wide professional development. Lastly, we are shifting our Academic Team to better serve the PLCs, shifting our planning locations to better provide support, and utilize the Wednesday meeting schedule to provide continuity to the professional development offered.

The IB MYP Coordinator will utilize the JMA Walkthrough document to drive individual coaching conversations as well as provide specific feedback to teachers on the implementation of their IB/AVID Unit Planners. The IB / AVID Unit Planners are aligned with the IB MYP curriculum and aligned to the content standards by embedding the essential skills of the IB MYP and AVID Program within the lesson planning. Focused professional development will occur based on walkthrough and observation data. (Overall school index growth - EVAAS)

As of June 2023, we did not meet this goal. While the IBMYP Coordinator did meet monthly with teachers in the monthly IB meetings the majority of this time was spent reviewing foundational principles of IB teaching and learning, and addressing teacher knowledge gaps (due to teacher turnover and teacher learning loss due to covid). Due to this the IB Coordinator was not able to do the level of classroom visits that had been initially planned.

Success was experienced through our monthly IB PD meetings, we were able to evaluate and reflect on the current state of our written IB curriculum by participating in the Building Quality Curriculum process. All PLCs conducted a self-evaluation of an IB unit and these units were submitted to IB for feedback. Teachers became much more knowledgeable about the features of a quality IB unit and we will be able to use the feedback to improve our written curriculum next year. We were also able to collect artifacts of effective IB teaching and learning from all content areas and grade levels, which gave us detailed understanding of our strengths and weaknesses in addressing IB teaching and learning objectives. The IB committee was able to analyze the unit planners and student artifacts to determine goals for our IB programme development for the next school year. This will set the focus for our 2023-2024 IB classroom walkthroughs and coaching conversations.

We will have a multitude of new teachers in 2023-2024. Thus, we will need to do a great deal of professional development to support teachers.

We are capitalizing on the opportunities that exist in the 2023-2024 school year to on-board teachers and train the whole staff on IB. We are going to have two days of school wide PD on IB prior to the teacher workdays, during which ALL faculty will participate in an IB "reboot". This will help us re-establish school wide practices for effective implementation of IB teaching & learning standards. This will help us establish a solid foundation for ongoing PD and individual coaching throughout the year. We also have several teachers attending CMS sponsored IB training in August, which will support implementation on the school side.

The AVID Coordinator will conduct informal walkthroughs to support individual coaching conversations as well as provide specific feedback to teachers on the implementation of their IB/AVID Unit Planners. The IB / AVID Unit Planners are aligned with the AVID curriculum and aligned to the content standards by embedding the essential skills of the AVID Program within the lesson planning. Focused professional development will occur based on walkthrough and observation data. (Overall school index growth - EVAAS)

As of June 2023, we did not meet the goal. School-wide training was provided at the beginning and mid point of the school year, and our AVID coordinator established a pacing guide for 6th, 7th and 8th grade AVID. AVID skills were included in all unit planners.

We experienced success with the AVID focused note taking during the second quarter. We started the school year with focus on developing a college focus during the ATL block and we promoted school wide secondary attendance and college readiness promotion, with goal setting and highlighting teachers and where they attended school, and weekly college advertisements during the daily news.

Challenges for the 2023-2024 school year include, we have not elected to offer AVID as we will not have anyone trained on AVID for the 2023-2024 school year. The focus is to reset with the IB curriculum.

Opportunities exist to continue with district AVID professional development as the district office has agreed to continue to support the school. In addition, we have some returning staff members who are familiar with the AVID concepts, vocabulary and lingo, and some staff members who understand how AVID can align with IB. Having implemented AVID for a few years, we understand what works and what does not work, and how we can make it more effective/successful in the future.

PLC Content leads will use protocols for effective planning, including examining student work and data analysis. The leadership team will provide weekly coaching and feedback to each PLC through comments and action items on team agendas and unit planners in Google Drive. Trends and coaching steps will be shared in weekly administrative meetings to guide differentiated PLC team PD and classroom observation feedback targets. (Overall school index growth - EVAAS)

As of June 2023, we did not meet the goal set forth by the district. However, the Math and ELA PLCs teachers regularly used protocols for effect planning, and both teams also received leadership team coaching and feedback, and there was a huge amount of support from the district. In Math and ELA, the content facilitator regularly met with the PLCs to assist with the documentation and implementation of district protocols, procedures, and expectations.

Successes experienced include, Math and ELA PLCs teachers regularly used protocols for effect planning, and both teams also received leadership team coaching and feedback, and there was a lot of support from the district as well. Math and ELA teachers used the approved agenda to take notes and set the tone for the PLC meetings.

Challenges for meeting this goal include the overall number of new PLCs members joining the school. We will continue to build off of what the ELA and Math PLCs accomplished this year, and the Academic Team will support all PLCs..

We are looking forward to addressing these challenges in the 2023-2024 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>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria are consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> All JMA teachers 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. 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 plan intentionally for differentiation and scaffolds the curriculum for all students. All JMA PLCs will analyze the lessons impact by reviewing the student work and refine as necessary. All JMA PLCs will utilize a data tracking systems to determine each students mastery and develop a plan for intervention. 		<p>Kristen Lanier (8/24/22)</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/22/23</p>	<p>Create and execute a PLC structure in which teachers and support staff collaborate using the district’s standards-aligned curriculum, model instructional delivery, conduct data analysis of formative and benchmark assessment, and action plan to prioritize student needs. (Math 8, EVAAS, FAM-S29)</p>		<p>Mary Kendrick (08/18/21)</p>	<p>02/28/2024</p>
<p><i>Notes:</i> 9/22/2023- The PLC structure will include the UbD Backwards design approach of using assessment to guide instruction, unpacking standards, and aligning tasks and formative assessment to the learning targets.</p> <p>10/3/2023 - All PLCs are making progress towards this goal. All PLCs are using IB curriculum for planning. and PLCs are using data for planning. All PLCs are doing this.</p>				
<p>9/22/23</p>	<p>Establish and execute a process for teachers that requires routine lesson internalization prior to the PLC meeting in order to support practice, modeling and identification of common misconceptions that will build teacher capacity and support student outcomes. (Math 8, EVAAS, FAM-S29)</p>		<p>Mary Kendrick (08/18/21)</p>	<p>02/28/2024</p>

Notes: 10/3/2023 - Currently working on this action item

9/22/23 Utilize the CMS data protocol weekly to analyze formative and benchmark data to plan for standards-aligned instruction. (Math 8, EVAAS, FAM-S29)

Mary Kendrick
(08/18/21)

02/28/2024

Notes: 10/3/2023 - Ongoing and currently working on. The process should be easier now that all students have chromebook. Math unit one is wrapping up so next weeks planning will be a point of discussion and formulating the reteach.

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

Student support services

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:

As of June 2023, we did not meet the goal, however, 181 students for ELA and 192 students for math were assessed with a baseline completed and their schedule was changed to better serve them in the enrichment block. In addition, we showed an increase in the panorama data in three areas: Social Awareness, Emotion Regulation, and Cultural Awareness and Action. The Academic Team took the lead with a complete overhaul of the ATL block in which students were rescheduled to align with the academic support in ELA and Math as needed. All ATL block teachers used IXL to supplement the identified student gaps.

As of June 2023, we were successful with students demonstrating mastery of over 12,000 skills through IXL. All scholars who were in the bottom 10% on the reading / math MAP benchmark were placed in a reading / math intervention ATL block (with the exception of those who needed this block of time for IB encore requirement).

As of June 2023, challenges to meeting the goal include the Student Services team consisting of 1 person for the entire first semester due to staff members being on leave and vacancies. We received, limited to no support from the district to address the vacancies. The entire MTSS process struggled due to lack of staffing and interventions were limited outside of behavior interventions. In addition, the sheer number of students needing support was more than the staffing allocated to provide the support.

For the upcoming school year, we are completely overhauling the MTSS processes with a fully staffed Student Services team and academic team. We will continue to improve upon the strategic grouping during the ATL / enrichment block.

The Student Services PLC (Administrative team members, School Counselors, School Social Worker, BMTs, Registrar, and Attendance Secretary) will monitor chronic absenteeism, and individual behavior data and develop action plans based on school-wide data trends. (Overall school index growth - EVAAS)

As of June 2023, the average daily attendance was up (90.54%) consistently throughout the year and the chronic absenteeism was down (35.18%). Student attendance was monitored and parent contacts were made. Chronic absenteeism was more closely monitored by the Student Services team during the second semester. Individual behavior data was monitored by the BMT and Admin team. Interventions were put in place with students with chronic behaviors. The School Social Worker conducted several home visits.

As of June 2023, our successes included an increase in the average daily attendance and a decrease in students who are chronically absent. We were able to increase parent / guardian communication and significantly increase the home to school communication in the second semester through the use of Parent Square.

Challenges that we were facing were due to vacancies and staff on medical leave. These challenges have been addressed and resolved.

For the upcoming school year, we will continue to build and enhance communication with families of students with chronic attendance and behavior concerns. Beginning the year with a fully staffed Student Services team will have a positive impact on parent communication.

The MTSS team uses assessment data to determine the IB MYP students who need remediation and do not have Academic Enrichment during the second block (Due to requirements of WL). Once identified, these students will be provided an opportunity to participate in the Out-of-School Time Tutoring Initiative as well as engage in interventions during the core content class period. The counselor makes schedule adjustments, moving students into intervention blocks where possible. (Overall school index growth - EVAAS)

As of June 2023, we met the goal target. Each IB student who was below the 10% threshold was provided with the opportunity to attend tutoring or provided individual tutoring before / after school. Relooping was built into the lesson planning.

As of June 2023, we were successful with the OTT program serving more than 73 students on site

Limited Development
08/14/2022

and virtually. Teachers were successful in supporting the students within their classroom.

As of June 2023, challenges existed with scholars who fell into the category of needing the 2nd block ATL. OTT tutoring was recommended however, few chose to attend.

Opportunities for the next school year include, earlier identification of scholars who fall into the category of needing an enrichment block, but are unable to have it in their schedule. They receive assistance earlier in the school year and more communication with parents regarding the need and specifics about the tutoring program once established.

JMA is a pilot school for the Caring Schools grant. The homeroom teachers will conduct morning meetings as well as provide community time. These two actions will increase the delivery of the social-emotional curriculum and support the improvement of the school-wide Panorama data. (Guardrail 3)

As of June 2023, we did not meet this goal as the Panorama data decreased by three in the area of school engagement. However, we showed an increase in the panorama data in three areas: Social Awareness, Emotion Regulation, and Cultural Awareness and Action.

As of June 2023, successes for this year include all teachers receiving training in Caring Schools. Homeroom teachers conducted regular morning meetings. Later in the year, the technology facilitator began providing all staff with Caring Schools lessons via slide show to support more consistent implementation of Caring Schools across the school. The seventh grade team was successful and had segments of strength in 6th and 8th were successful with the implementation of Caring Schools.

Challenges for the 2023-2024 SIP goal targets are a majority of new staff that will be trained at the beginning of the year.

Approaches to Learning (ATL) block will be used to teach the ATL skills and provide remediation to those needing additional interventions at the core, supplemental or intensive levels. During this block of time, enrichment will also be provided to students that are meeting or exceeding academic growth. Data will be analyzed during PLC meetings weekly to plan for differentiated support during class. The ATL teachers will use the data to strategically move students to various ATL blocks when data shows a need. Students are grouped into a core content area (Math / English - remediation) (Science / Social Studies - enrichment). Students are initially scheduled based on their historical data EOG, Lexile, and Grades. (Overall school growth - EVAAS)

As of June 2023, we did not meet the goal as we did not meet the overall school proficiency goal set by the district. However, we were able to deliver a full year's worth of ATL skill instruction through ATL skill mini-lessons created by the IB Coordinator. The ATL lessons were incorporated into all 2nd block classes. Students scheduled into enrichment groupings for ATL block were able to complete a range of activities and projects that aligned to the ATL skills and gave them opportunities to engage in research, critical thinking, creative thinking, problem solving, and in-depth writing. Students were re-grouped mid-year for remediation/enrichment based on 1st semester grades and MAP data. This strategic movement was completed by the Academic Facilitator and Math Facilitator.

As of June 2023, our successes for the school year include the thorough integration of IXL for math and reading in all ATL blocks, students mastered 12,000 skills in IXL We also established a strong foundation of lessons for teaching ATL skills and developed a year-long framework.

As of June 2023, our challenges include the school having a large number of new staff, they will receive training on the use of IXL, how to support small groups, and how to use the ATL block skill lessons and ATL block projects.

As of June 2023, opportunities for this year include establishing a strong framework for our ATL block, allowing for next year and expanding/strengthening the model. We also have opportunities to incorporate more strategic small-group activities and more enrichment activities. The whole school IB training planned for the beginning of the year is also a commitment to establish staff buy-in and ensure everyone has a complete understanding of

how the ATL block works.

This indicator will be fully met when the following criteria are consistently implemented throughout the entire school:

JMA teachers are implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention.

JMA teachers will focus on student response to instructional practices instead of student deficits or failures and provide a tiered system of instructional and behavioral supports with interventions that match appropriate instructional resources to student needs.

Intervention groups at the core, supplemental, and intensive levels will be developed based on students' MAP Data, Mastery Connect Data, student work samples, and their supplemental needs, with the goal of students showing growth at the end of the year.

Corina Mota
(12/3/2022)

06/15/2024

Actions

0 of 4 (0%)

9/22/23 Within the 2023-2024 school year, our TSI school will implement the following evidence-based interventions: targeted small group instruction during ATL Block and planning and implementing PACE strategies for ML learners to increase the performance of the EL and ML subgroups (Goal 2 (Math 8) and Goal 4, EVAAS).

Amber South, Sarita Gonzels

02/28/2024

Notes: September 2024 - There will need to be a structure to implement the following: The ATL block is scheduled using student achievement data, on an A/B day schedule, alternating ELA/Math. Small groups are established utilizing student data. Teachers in the ATL block will set a goal of implementing two strategic, small, data driven groups to target specific interventions per week.

9/22/23 Utilize a common data tracker during common planning each month to monitor student progress, determine interventions and maintain intentional small group support during school's remediation time. (Goal 4 EVAAS, Goal 2 Math 8))

Amber South, Sarita Gonzales

02/28/2024

Notes:

9/22/23 Analyze data weekly from assessments, interventions and work samples to determine the effectiveness of intervention plans and impact on student outcomes.

Amber South, Sarita Gonzales

02/28/2024

Notes:

9/22/23 The MTSS Leadership Team will review attendance data monthly- along with the SS PLC and modify students' plans according to the identified need (EVAAS, Goal 2, FAM-S 3)

Corina Mota
(12/3/2022)

02/28/2024

Notes:

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:

As of June 2023, we have met our 2022-2023 SIP goal targets as our disproportionality rate was 7% and the average daily attendance was up (90.54%) consistently throughout the year and the chronic absenteeism was down (35.18%). Student attendance was monitored and parent contacts were made. Chronic absenteeism was more closely monitored by the Student Services team during the second semester. Individual behavior data was monitored by the BMT and Admin team. Interventions were put in place with students with chronic behaviors. The School Social Worker conducted several home visits. 181 students for ELA and 192 students for math were assessed with a baseline completed and their schedule was changed to better serve them in the enrichment block.

Successes include the consistent use of Educators' Handbook to document minor and major behaviors. Utilized the JMA Behavior Matrix and CMS Student Code of Conduct for consistent and fair consequences. Feedback will be provided to teachers during grade level meetings with the support of BMT training sessions differentiated for teachers. Classrooms with consistent strong SEL lessons had lower minor and major behaviors reported.

School-wide suspension data will be reviewed to determine the effectiveness and to inform the next steps. (Guardrail 3)

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Limited Development
08/14/2022

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Successes include the consistent use of Educators' Handbook to document minor and major behaviors. Utilized the JMA Behavior Matrix and CMS Student Code of Conduct for consistent and fair consequences. Feedback will be provided to teachers during grade level meetings with the support of BMT training sessions differentiated for teachers. Classrooms with consistent strong SEL lessons had lower minor and major behaviors reported.

Reentry meeting with repeated offenders.

Teachers will implement the district-adopted Caring School Community curriculum to support students and teachers' use of relational and restorative practices. These lessons will be delivered during the SEL block daily. (Guardrail 3)

As of June 2023, we did not meet this goal as the Panorama data decreased by three in the area of school engagement. However, we showed an increase in the panorama data in three areas: Social Awareness, Emotion Regulation, and Cultural Awareness and Action.

As of June 2023, successes for this year include all teachers receiving training in Caring Schools. Homeroom teachers conducted regular morning meetings. Later in the year, the technology facilitator began providing all staff with Caring Schools lessons via slide show to support more consistent implementation of Caring Schools across the school. The seventh grade team was successful and had segments of strength in 6th and 8th were successful with the implementation of Caring Schools. SEL was time built into schedule and SEL lessons from the Technology Higher rates of restorative practices and positive relationships built in the classrooms that were consistent with SEL lessons.

Challenges include the number of students who participate in the SEL survey. Only 283 students participated in the SEL survey.

We will continue with opportunities to enhance the professional development for all staff in restorative practices, de escalation and classroom management.

The Leadership Team will conduct monthly staff wellness checks to

discuss personal and professional well-being. These wellness checks will be scheduled on the Leadership Team's shared calendar. (Guardrail 3)

As of June 2023, we did not meet the goal as outlined, however, we implements check ins, staff celebrations, and began the True Blue team.

Successes include the Weekly True Blue team staff recognitions, administrative team check ins with their teams, and staff appreciation events such as Mugs and Kisses, and PTSA events.

Challenges included an entire administrative team turn over.

For the upcoming year, the True Blue Zen Den and workout room for staff is being installed. All homeroom teachers will review and utilize the Panorama data to adjust the Social and Emotional lessons to address specific deficiencies indicated within the data. Specifically, the student engagement data supports increased student engagement within the school. (Guardrail 3)

As of June 2023, we did not meet the goal, however, we showed an increase in the panorama data in three areas: Social Awareness, Emotion Regulation, and Cultural Awareness and Action. Panorama data was shared with each teacher during the round 1 observations.

Successes include Panorama informing Branching Minds and Branching Minds was used to make adjustments to students schedules.

Challenges include students completing the survey. Ample time was provided to allow scholars to complete the fall and spring surveys, however, most did not complete them. This directly impacts the ability of the staff to adjust the SEL lessons to fit the needs of the school.

Challenges will be addressed by a preplanned PD calendar to include a data dive and actionable steps of the Panorama data with follow-up support.

The Administration Team and the Behavior Modification Technicians will follow a classroom observation schedule and monitor the implementation of the Caring Schools curriculum to assess the effectiveness of our universal behavior plan with the goal of reducing school suspensions. (Guardrail 3)

As of June 2023, we have met our 2022-2023 SIP goal targets as our disproportionality rate was 7% and the average daily attendance was up (90.54%) consistently throughout the year and the chronic

absenteeism was down (35.18%). Student attendance was monitored and parent contacts were made. Chronic absenteeism was more closely monitored by the Student Services team during the second semester. Individual behavior data was monitored by the BMT and Admin team. Interventions were put in place with students with chronic behaviors. The School Social Worker conducted several home visits. 181 students for ELA and 192 students for math were assessed with a baseline completed and their schedule was changed to better serve them in the enrichment block.

Successes include the consistent use of Educators' Handbook to document minor and major behaviors. Utilized the JMA Behavior Matrix and CMS Student Code of Conduct for consistent and fair consequences. Feedback will be provided to teachers during grade level meetings with the support of BMT training sessions differentiated for teachers. Classrooms with consistent strong SEL lessons had lower minor and major behaviors reported.

Reentry meeting with repeated offenders.

The administration team has conducted regular classroom observations of the caring schools curriculum. The administration team and BMTs have also assessed the behavior plan and put measures in place to strengthen the plan and reduce suspension.

Successes include a number of teachers who have had great success implementing the caring schools curriculum. 7th grade specifically have had lower suspension numbers over the course of the year. We have begun to create school wide lesson plans, specifically for those that struggle with caring schools curriculum.

Challenges include having several new teachers in 2023-2024. This means that we will need to do a great deal of professional development to get these teachers up and running.

Opportunities exist to address these changes as we are able to start the year with the same leadership team that we end the school year with, which will help us make better decisions and more of a stable position next year. It will allow for consistent school wide PD next year. Utilize the Wednesday meeting schedule to use a PD.

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	<p>This indicator will be fully met when the following criteria are consistently implemented throughout the entire school:</p> <p>JMA teachers will play a key role in supporting their students' development of social/emotional competencies, both through the implementation of evidence-based programs and through creating a healthy classroom culture.</p> <p>JMA teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.</p> <p>JMA will use the established MTSS systems approach using data-driven problem solving to maximize growth for all students. Accurate identification of student needs, based in data.</p> <p>JMA teacher's classroom will reflect values through the routines, expected behaviors, and relationships among teachers and students.</p> <p>JMA teachers utilize culturally relevant and culturally proficient strategies, language, and practices.</p> <p>JMA school wide ongoing professional development to support teacher knowledge and sound practices enhances effective social/emotional learning implementation.</p> <p>At full implementation student, emotionally charged behaviors will decrease based on behavior data. Teachers will have highly effective advisory, morning meetings, and "circle time (community time)" where students are solving concerns through the implementation of conflict resolution strategies, based on panorama data with a focus on empathy and self-efficacy.</p>			Corina Mota (12/3/2022)	06/15/2024
Actions			0 of 3 (0%)		
9/22/23	<p>All teachers will provide behavioral interventions, specifically provided in the Standard Treatment Protocol and Restorative Practices (At the Core Level). Interventions will be housed in Educators Handbook and Branching Minds. Quarterly, the admin team will review the behavioral data and interventions for students with multiple behaviors and refer through the MTSS process to determine interventions and their effectiveness. (Guardrail, FAM-S)</p>			Corina Mota, Andrew Cowan, Gwen Love	02/28/2024

		Notes: 10/3/2023 - The student services team and Ms. Mota has met and has found students that will be entered into Branching Minds and are working with the school psychologist and social worker. SEL lessons that are being taught in the classroom/homeroom daily address the behaviors as well.			
9/22/23		Develop and implement the JMA a Behavior Flow Chart and Discipline Matrix that define schoolwide practice. The administrative team will monitor the behavioral data through Educator Handbook and Powerschool to determine appropriate modifications. (FAM-S 30)		Corina Mota, Andrew Cowan, Gwen Love	02/28/2024
		Notes: 10/3/2023 - Behavior flow chart and the discipline matrix has been created and used the way it was intended.			
9/22/23		Full implementation of SEL / Caring Schools curriculum during the homeroom block. Walkthroughs will be conducted weekly to determine the effectiveness. (FAM-S 30)		Corina Mota, Tanya Bills	02/28/2024
		Notes: 10/3/2023 - We are implementing our SEL/Caring schools curriculum and walk throughs are being conducted and feedback is given.			
Implementation:			06/22/2023		
Evidence		6/12/2023 - Number of referrals to the student services team, added with the number of parent conferences that were used in place of major referrals that lead to suspension. We also had a lower number of referrals in rooms where teachers taught the SEL curriculum with fidelity and with the BMT referral form for students who need to speak to a BMT allowed for referrals to drop in the second half of semester 2.			
Experience		6/12/2023 - During the school year it was a work in progress as we shifted staff members, lost staff members, and replacement of staff was fluid the entire year. Training and retraining staff on the workdays with SEL curriculum was not enough, and more SEL training was needed to maintain the goal throughout the year.			
Sustainability		6/12/2023 - More MTSS with a behavior focus.			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

Initial Assessment:

To improve parent communication and to support scholars with the transition to middle school, subsequent grade levels and programs (IB, AVID), JMA will hosts a series of in-person and virtual meetings to support our scholars. Camp JMA for the 6th grade scholars and "new to JMA" scholars was well attended. Open House for all grade levels was well attended. Ongoing and continuous weekly communications with parents have been well received. Blackboard Connect messages are sent in a multitude of languages via phone, email, posted on the school web site in order to triangulate communication.

A strategic effort has been made to update and connect with parents and guardians by ensuring that the school has the most up to date contact information.

JMA has scheduled additional parent meetings to improve parent communication and to access programming.

JMA will continue to collaborate with our feeder schools on the registration process and transition plans for our EC/MLL students well as for students transitioning to HS. A schedule is created by our Student Services team and EC/ML staff to determine timelines and meeting dates for school visits at JMA and at feeder schools.

The JMA School Social Worker has an established caseload and has developed a support plan for our MCV families with available resources needed for school and home.

Virtual IB and in person sessions/tours are available for the current and potential magnet families to learn more about JMA.

Limited Development
08/14/2022

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>At full implementation, JMA families will have a clear grasp of the enrollment, registration protocols, and procedures needed to transition from elementary to middle and middle to high school. Transition meetings take place annually for students in our EC / ML programs and students in our general population will be provided with the information needed to move from one grade level to the next during our Open House, Curriculum Nights, and other town hall events. Students in the magnet program will continue the IB Program in high school.</p> <p>At full implementation, student programming will seamlessly run from elementary to middle and middle to high. Organized parent meetings will occur at least twice a year, to discuss middle school curriculum and feedback provided will be used to inform decision making. Camp JMA will be planned before school ends and will involve additional community support.</p>			Kristen Lanier (8/24/22)	06/15/2024
Actions			0 of 1 (0%)		
9/22/23	Collaborate with feeder schools to review and make needed adjustments to current plans for transition meetings (elementary to middle and middle to high). (Goal 2, Math 8)			Mary Kendrick (08/18/21)	06/15/2024
<i>Notes:</i>					
Implementation:			06/12/2023		
Evidence	6/12/2023 - We have worked with both North Meck High School and Blyth Elementary. We have had a chance to work with both schools for transition meetings. Counselors from other schools come to our school to help with registration. We have promoted other schools open houses. Blythe has come over to us for the rising 6th grade orientation.				
Experience	6/12/2023 - With the relationships that we have built with our feeder school, we have continued to work well with each other and help promote each others schools and programs.				
Sustainability	6/12/2023 - Continue working with our feeder schools, both elementary and high schools.				
Core Function:	Dimension B - Leadership Capacity				
Effective Practice:	Strategic planning, mission, and vision				

	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>CMS has established systems and processes to support schools with continuous school improvement. A district-wide curriculum adoption has taken place in K-8 ELA, Math, English I and II, and Math I. Professional development and resources have been provided and continue to be provided to all teachers in the district to ensure equity of standards-aligned content is accessible for all students. Branching Minds has been provided to all schools to serve as a district-wide MTSS monitoring platform. Staff received professional development around how to utilize the platform as well as how to implement each of the interventions and progress monitoring tools listed in the district's Standard Treatment Protocols. All secondary schools received funding for master teachers or differentials to support math instruction in middle schools and math and ELA instruction in high schools. Additional interventionist and MTSS Facilitator positions were provided to select schools to provide additional support to increase student growth and proficiency. CMS Leadership has developed leading indicators and metrics to monitor school progress for each of the Goals and Guardrails. Monthly Leadership meetings will have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement.</p> <p>JMA has transitioned to the North Learning Community. The NLC has developed a plan of support that will continue throughout the school year with a scheduled one-on-one meeting with the Principal, Assistant Principal, and the Leadership team. The focus on the implementation of the district curriculum and the Mathematics instruction particularly in grades 7 and 8 in an effort to increase proficiency and to increase the CCR proficiency. Learning walks will be conducted regularly to ensure alignment of standards, lesson delivery, and assessment with feedback provided regularly.</p> <p>A Master Math Teacher has been hired to support Mathematics teachers, delivering individualized plans for each Math 8 teacher based on individual needs. The plan created by the Mater Math Teacher includes coaching, modeling, and working with small individual student groups to address "just in time" supports for students as indicated by assessment data (informal and formal). In addition, the Master Math teacher will meeting with district staff for the ILT meetings.</p>	<p>Limited Development 09/03/2022</p>		

How it will look when fully met:		<p>JMA leadership team will effectively organize and implement action steps that guide instructional and organizational decisions to positively impact the school, evident by insight and school performance data.</p> <p>JMA will ensure that all key stakeholders are involved in decision making.</p> <p>JMA will have parent representation on the School Improvement Team and will provide this platform as an opportunity to gain parental input and develop action steps based on feedback from all all stakeholders.</p> <p>When this objective is fully met, the coaching and feedback provided by the North Learning Community, along with the professional development and other structures, will result in JMA no longer having the Low Performing School designation.</p> <p>JMA will have improved Math 8 proficiency and CCR from .4% in 21-22 to 28% in 23-24.</p>		Kristen Lanier (8/24/22)	06/15/2024
Actions			0 of 1 (0%)		
	9/22/23	The NLC Coaching Plan (Get Better Faster) in conjunction with the NC Ready training will be used to support the principal and administrative team in monitoring and maintaining a clear focus on school improvement. Feedback will be reviewed during coaching sessions and monitored for effectiveness of actions.		Kristen Lanier (8/24/22)	06/15/2024
<i>Notes:</i>					
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

Initial Assessment:	The meeting matrix include bi-weekly meetings with the administrative team and the leadership team, held on Mondays. The leadership team at JMA consists of the Administrative team, Facilitators (Math & ELA), IB Coordinator, Media Specialist, and the Technology Facilitator. The 3rd Monday's focus is to discuss data by content with connections to the school improvement plan goals. Topics addressed on the agenda include; PLCs, Instructional Practices, Professional Development, MTSS Progress Monitoring, Chronic Absenteeism, Student Discipline data, and teacher/school data (Mastery Connect/MAP/EOG). In addition, a strategic discussion and plan of action will include the Learning Community feedback.	Limited Development 09/03/2022		
How it will look when fully met:	When fully met, JMA will: Meet the long-term performance goals in Reading and Math indicated by meeting Educator Value-Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24 and by increasing CCR on the Grade 8 Math EOG (from .4% in SY2021-22 to 14.2% in SY2022-23 and 28% in SY2023-24).		Kristen Lanier (8/24/22)	06/15/2024
Actions		0 of 2 (0%)		
9/22/23	During early release days and staff meetings, the leadership team/teacher leaders/district teams will provide PD on items that are aligned with our school vision and strategic plan(Goal 2, Goal 4).		Kendrick, South, Gonzales, Bills	06/15/2024
<i>Notes:</i>				
9/22/23	The leadership team will conduct informal classroom walkthroughs to provide strategic feedback and to identify which teachers need additional support. Targeted, actionable feedback will be given to support teachers' individual needs.(Goal 2, Goal 4)		Kristen Lanier (8/24/22)	06/15/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:	As of June 2023, we have not met the target with the overall school		Limited Development 09/03/2022		

proficiency rate of 34% GLP and 18.8% CCR overall. In Math 8, our CCR increased from 0.4% to 2.3%, but fell short of the 14% goal set by the district. In Math and ELA we held continual professional development through the PLCs with the Math Facilitator, Academic Facilitator and District Curriculum Specialist. All teachers received professional development in IB curriculum implementation through monthly grade level professional development.

As of June 2023, we experienced success with growth on the Math 6 and 8 CCR, and showed a significant gain in the MLL population - 12.5% increase in GLP and 5.6% increase in CCR. Our MAP data indicated that we had 51.3% (6th grade Math), 44.7% (8th grade Math) met or exceeded their projected percentage and the IXL data has shown that students have mastered over 12,000 skills. Math and ELA PLCs were monitored regularly by members of the JMA academic team and by district support specialists. PLCs used data from Mastery Connect and other assessments to address students' needs through core instruction and ATL block. Math and ELA data was reviewed regularly, as were Math and ELA PLC agendas.

As of June 2023, we experienced challenges in meeting the 2022-2023 SIP goal targets. In Grade 8 math, no student was expected to demonstrate proficiency. In our continual planning we will implement professional development on how to use data to support student growth and differentiation strategies school wide. In addition, we experienced a large amount of staff turnover during the 22-23 school year and were not able to fill 2 ELA positions. We were not able to give consistent monitoring, support and feedback to PLCs outside of Math and ELA this year. A challenge for next year is to strengthen PLC practices, particularly the effective use of data and PLC agendas. Another challenge is turnover--while we've made great progress in Math & ELA PLCs, we will also have several entirely new teams of ELA/Math teachers next year.

For the 2023-2024 school year we are starting the year with the same leadership team and that will help the school have a more stable environment next year. In addition, it will allow for consistent school wide professional development. Lastly, we are shifting our Academic Team to better serve the PLCs, shifting our planning locations to better provide support, and utilize the Wednesday meeting schedule to provide continuity to the professional development offered. We now have an established academic/leadership team and we will be able to establish expectations and protocols for PLCs from the beginning of the year and as a team monitor and support throughout the year based on

that foundation.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

JMA's priorities are implementing standards-aligned instruction and rigorous coursework. Once full implementation has been met, JMA will have highly functional PLCs across all content areas. Teachers will follow all PLC expectations and protocols for student work, analyzing data regularly and making adjustments based on analysis. Highly effective PLCs will help strengthen the core to improve teacher practice, resulting in increased student achievement.

The percentage 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 .4% in SY2021-22 to 14.2% in SY2022-23 and 28% in SY2023-24.

We will exceed the Educator Value-Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

**Kristen Lanier
(8/24/22)**

06/15/2024

Actions

0 of 2 (0%)

9/22/23 The leadership team will monitor the progress of PLCs by attending weekly and ensuring teachers use highly effective planning practices. PLCs will use the District aligned resources and pacing guides.(Goal 2, Goal 4, FAM-S 3)

Corina Mota
(12/3/2022)

02/28/2024

Notes:

9/22/23 PLCs will use the Mastery Connect assessments and other assessment types to address students' needs by implementing data protocols.(Goal 2, Goal 4, FAM-S 3)

South, Gonzales

02/28/2024

Notes:

Implementation:

06/12/2023

Evidence

6/12/2023 - Math and ELA PLCs were monitored regularly by members of the JMA academic team and by district support specialists. PLCs used data from Mastery Connect and other assessments to address students' needs through core instruction and ATL block. Math and ELA data was reviewed regularly, as were Math and ELA PLC agendas.

Experience	6/12/2023 - We faced some challenges, specifically around staffing, but we were able to have structured PLCs centered around content areas.			
Sustainability	6/12/2023 - We now have an established academic/leadership team and we will be able to establish expectations and protocols for PLCs from the beginning of the year and as a team monitor and support throughout the year based on that foundation.			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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	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
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Initial Assessment:			<p>As of June 2023, we did not meet the goal. All teachers received the required observations and peer observations as well as a 1:1 data session during the round 1 observations. However with the turnover on the administrative team, feedback was delivered too late in the year to be effective.</p> <p>As of June 2023, successes include more teaching staff utilized data to inform the instruction.</p> <p>As of June 2023, challenges included administrative team turnover, round 2 and 3 observations were completed later than the required time frame.</p> <p>As of June 2023, the entire admin team is returning and we are adding an additional member, thus allowing for the ability to spend additional time on feedback and coaching.</p> <p>The administrative team will utilize the JMA Walkthrough form to monitor and provide real-time feedback and coaching support on a bi-weekly basis using data to determine professional development and provide coaching support needed for teachers performing at "Developing" in standards 2, 3, or 4. (CCR, Math 8, EVAAS growth)</p> <p>As of June 2023, we did not meet the goal. All teachers received the required observations and peer observations as well as a 1:1 data session during the round 1 observations. However with the turnover on the administrative team, feedback was delivered too late in the year to be effective.</p> <p>Successes include the development of a JMA Walkthrough form in Google Forms that was aligned to the Core Actions and to our IB goals/priorities. The form was lengthy and also did not consistently</p>	Limited Development 09/04/2022		
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email teachers the feedback. So, recognizing that it wasn't working, we shifted to a more streamlined walk through form on carbon paper. We conducted regular walk through visits using this form, giving teachers feedback in the form of grows and glows, with a focus on our school-wide focus on aggressive monitoring. Our math facilitator also did regular visits to math classrooms and we utilized an ATL block specific walk through form to give teachers feedback on ATL block implementation. ATL block monitoring led to increased use of the ATL block mini-lessons and materials. The carbon paper walk through form allowed us to give teachers quick, in time feedback.

As of June 2023, challenges include the JMA Walkthrough form in Google Forms that was aligned to the Core Actions and to our IB goals/priorities. The form was lengthy and also did not consistently email teachers the feedback. So, recognizing that it wasn't working, we shifted to a more streamlined walk through form on carbon paper.

As of June 2023, opportunities exist to continue aggressive monitoring with this particular goal.

The Leadership Team will utilize the JMA Walkthrough Form to coach teachers in the areas of instructional delivery and student behavior. Calibration will be conducted with video walkthroughs that will be reviewed bi-weekly at the Leadership Team meeting. (CCR, Math 8, EVAAS growth)

As of June 2023, we did not meet the goal. All teachers received the required observations and peer observations as well as a 1:1 data session during the round 1 observations. However with the turnover on the administrative team, feedback was delivered too late in the year to be effective.

Successes include the development of a JMA Walkthrough form in Google Forms that was aligned to the Core Actions and to our IB goals/priorities. The form was lengthy and also did not consistently email teachers the feedback. So, recognizing that it wasn't working, we shifted to a more streamlined walk through form on carbon paper. We conducted regular walk through visits using this form, giving teachers feedback in the form of grows and glows, with a focus on our school-wide focus on aggressive monitoring. Our math facilitator also did regular visits to math classrooms and we utilized an ATL block specific walk through form to give teachers feedback on ATL block implementation. ATL block monitoring led to increased use of the ATL block mini-lessons and materials. The carbon paper walk through form

allowed us to give teachers quick, in time feedback. We conducted regular walk through visits using this form, giving teachers feedback in the form of grows and glows, with a focus on our school-wide focus on aggressive monitoring. Our math facilitator also did regular visits to math classrooms and we utilized an ATL block specific walk through form to give teachers feedback on ATL block implementation.

As of June 2023, successes include the ATL block monitoring which led to increased use of the ATL block mini-lessons and materials. The carbon paper walk through form allowed us to give teachers quick, in time feedback.

As of June 2023, challenges include the continuity and continued growth within the Academic and Administrative team.

As of June 2023, opportunities exist with the addition of an additional administrative team member and a restructuring of the academic team.

All teachers in their 1st through 3rd year will participate in the BTSP and have a mentor assigned to them. The BTSP meets monthly as a set meeting and informally as necessary. The BTSP teachers will have a peer observation (informal) as well as formal/super observations as required by the district. (CCR, EVAAS growth)

As of June 2023, we met this goal completely. Every beginning teacher participated in BTSP within the school, and had a mentor assigned that they worked with on a monthly basis.

As of June 2023, the biggest success was that the beginning teacher meetings had participation by both mentors and beginning teachers throughout the entire year. They were able to work together and the lessons/experiences shared in the meetings were beneficial for both groups.

As of June 2023, the biggest challenges faced during the year were that mentors left for other positions, and mentors had to be added during the year. With the change the newer mentors did not necessarily have the expectations for the remainder of the year clearly expressed. However, this will lead to us having a better understanding and starting next year.

As of June 2023, opportunities exist to have a successful year with the BTSP program, and with the training given by the district, we will start with a clear and concise

<p>How it will look when fully met:</p>	<p>At full implementation</p> <p>JMA teachers receive regular feedback to improve the quality of instruction and classroom management.</p> <p>The number of teachers rated proficiency and above will be at 90%.</p> <p>The percentage 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 .4% in SY2021-22 to 14.2% in SY2022-23 and 28% in SY2023-24.</p> <p>JMA will meet Educator Value-Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.</p> <p>JMA will utilize an established observation system and process for providing immediate feedback.</p>		<p>Kristen Lanier (8/24/22)</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/22/23</p>	<p>The Principal will lead the administration team through conducting teacher observations in alignment with the CMS and state requirements. (Math 8, EVAAS)</p>		<p>Kristen Lanier (8/24/22)</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				
<p>9/22/23</p>	<p>The administrative leadership team will utilize the 1st round NC Teacher Evaluation Tool to determine teacher effectiveness in Standard 2, 3, and 4. (Math 8, EVAAS)</p>		<p>Kristen Lanier (8/24/22)</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				
<p>9/22/23</p>	<p>The Academic and Administrative Team will utilize the JMA Walkthrough Form to observe and provide feedback weekly to teachers in the areas of instructional delivery and student behavior. This feedback will be used to develop, implement and monitor support plans. Calibration will be conducted with walkthroughs that will be reviewed bi-weekly at the Academic and Administration Team meeting. (Math 8, EVAAS)</p>		<p>Kristen Lanier (8/24/22)</p>	<p>06/15/2024</p>

Notes:

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Quality of professional development				
	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:

As of June 2023, we did not meet the goal, however, 181 students for ELA and 192 students for math were assessed with a baseline completed and their schedule was changed to better serve them in the enrichment block. In addition, we showed an increase in the panorama data in three areas: Social Awareness, Emotion Regulation, and Cultural Awareness and Action. The Academic Team took the lead with a complete overhaul of the ATL block in which students were rescheduled to align with the academic support in ELA and Math as needed. All ATL block teachers used IXL to supplement the identified student gaps.

As of June 2023, we were successful with students demonstrating mastery of over 12,000 skills through IXL. All scholars who were in the bottom 10% on the reading / math MAP benchmark were placed in a reading / math intervention ATL block (with the exception of those who needed this block of time for IB encore requirement). The master schedule was built with the intervention block and students were scheduled accordingly. In addition, we exceed the district goal in regards to students taking World Language.

As of June 2023, challenges to meeting the goal include the Student Services team consisting of 1 person for the entire first semester due to staff members being on leave and vacancies. We received, limited to no support from the district to address the vacancies.

Through informal and formal observations, data will be used to determine teachers' strengths and weaknesses, and professional development plans/coaching plans will be developed and implemented. The desired outcome is improving teachers' skills, knowledge, and student achievement. (CCR, Math 8, EVAAS growth)

As of June 2023, we did not meet the goal, however, we experienced success with growth on the Math 6 and 8 CCR, and showed a significant gain in the MLL population - 12.5% increase in GLP and 5.6% increase in CCR. Our MAP data indicated that we had 51.3% (6th grade Math), 44.7% (8th grade Math) met or exceeded their projected percentage and the IXL data has shown that students have mastered over 12,000 skills. All teachers received the required formal, informal, and walk through assessments as well as professional development.

As of June 2023, we experienced challenges in meeting the 2022-2023 SIP goal targets. In Grade 8 math, no student was expected to demonstrate proficiency. In our continual planning we will implement

Limited Development
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professional development on how to use data to support student growth and differentiation strategies school wide. In addition, we experienced a large amount of staff turnover during the 22-23 school year and were not able to fill 2 ELA positions.

As of June 2023, successes include the academic team meeting weekly with a purposeful agenda that included walkthrough focus and feedback. ATL blocks were flexible and aligned based on data and lessons were aligned to standards. For the 2023-2024 school year we are starting the year with the same leadership team and that will help the school have a more stable environment next year. In addition, it will allow for consistent school wide professional development. Lastly, we are shifting our Academic Team to better serve the PLCs, shifting our planning locations to better provide support, and utilize the Wednesday meeting schedule to provide continuity to the professional development offered. No Math 8 students were projected to pass their Math 8 EOG however, 8.6% met GLP, 2.1% met CCR and

77.5% met or exceeded their projected percent.

As of June 2023, challenges include a large number of new teachers to the school and a complete turnover of the administrative team.

As of June 2023, opportunities include an addition to the administrative team will allow for a focused support on instructional planning and implementation checks/coaching

All content and encore teachers will use teacher/student data trackers to monitor student performance and progress in school. Based on the data, interventions will be in place to improve student's performance and attendance. (CCR, Math 8, EVAAS growth)

As of June 2023, we did not meet the goal, however, we experienced success with growth on the Math 6 and 8 CCR, and showed a significant gain in the MLL population - 12.5% increase in GLP and 5.6% increase in CCR. Our MAP data indicated that we had 51.3% (6th grade Math), 44.7% (8th grade Math) met or exceeded their projected percentage and the IXL data has shown that students have mastered over 12,000 skills. All teachers received the required formal, informal, and walk through assessments as well as professional development.

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As of June 2023, opportunities include an addition to the administrative team will allow for a focused support on instructional planning and implementation checks/coaching

<p>How it will look when fully met:</p>	<p>At full implementation:</p> <p>JMA teachers will have data meetings with protocols and procedures in place to make data decisions at the micro and macro level.</p> <p>JMA teachers will have developed short-term plans to meet the needs of their students effectively.</p> <p>JMA's master schedule will maximize instructional time.</p> <p>JMA will have a well-developed academic enrichment/intervention block that will be utilized to further differentiate students' needs.</p> <p>JMA will utilize a comprehensive professional development plan that will improve teachers' skills and knowledge based on informal and formal observations.</p>		<p>Kristen Lanier (8/24/22)</p>	<p>06/15/2024</p>
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Actions		0 of 3 (0%)		
9/22/23	Create a master schedule that supports intervention blocks and supports the advancement of math and foreign language courses for students that show readiness to be challenged. (Goal 3, Goal 4)		Corina Mota (12/3/2022)	02/28/2024
<i>Notes:</i>				
9/22/23	We will use MTSS / Branching Minds data to create intervention plans for students to improve student learning.(SEL)		Mota, Love, Cowan	06/15/2024
<i>Notes:</i>				
9/22/23	The Administrative team will identify performance and observation data to provide coaching support to teachers, determine professional learning needs, or address existing gaps.(Goal 2, Goal 4)		Corina Mota (12/3/2022)	06/15/2024
<i>Notes:</i>				

Core Function: Dimension C - Professional Capacity

Effective Practice: Talent recruitment and retention

	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of June 2023, we met this goal as staff attendance was celebrated at the mid-point in the year and staff members with poor attendance were addressed within HR guidelines. Teachers celebrated monthly with the Mugs and Kisses award. Staff lunches and treats provided throughout the year and particularly Q4. Student MAP Growth and Honor Roll was celebrated as well as the Student of the Month	Limited Development 09/04/2022		

celebrations. For Quarter 3 and 4, staff were celebrated via the True Blue Recognition Team.

As of June 2023, successes include MAP growth rewards for students, monthly recognition of teachers through Mugs and Kisses, weekly recognition of teachers through True Blue. In addition, we increased the number of students on the Honor Roll and celebrated students at the 8th Grade Awards Ceremony.

The leadership team will continue to create and deliver needs assessments for staff to determine the type of PD they want or need to improve their instructional practice. Based on informal assessments and observation data, PD will be provided for staff with classroom management challenges and support in instruction to improve their practice. (CCR, Math 8, EVAAS growth)

As of June 2023, we did not meet the goal, however, we experienced success with growth on the Math 6 and 8 CCR, and showed a significant gain in the MLL population - 12.5% increase in GLP and 5.6% increase in CCR. Our MAP data indicated that we had 51.3% (6th grade Math), 44.7% (8th grade Math) met or exceeded their projected percentage and the IXL data has shown that students have mastered over 12,000 skills. All teachers received the required formal, informal, and walk through assessments as well as professional development throughout the school year.

As of June 2023, successes include the academic team meeting weekly with a purposeful agenda that included walkthrough focus and feedback. ATL blocks were flexible and aligned based on data and lessons were aligned to standards. For the 2023-2024 school year we are starting the year with the same leadership team and that will help the school have a more stable environment next year. In addition, it will allow for consistent school wide professional development. Lastly, we are shifting our Academic Team to better serve the PLCs, shifting our planning locations to better provide support, and utilize the Wednesday meeting schedule to provide continuity to the professional development offered. No Math 8 students were projected to pass their Math 8 EOG however, 8.6% met GLP, 2.1% met CCR and

As of June 2023, we experienced challenges in meeting the 2022-2023 SIP goal targets. In Grade 8 math, no student was expected to demonstrate proficiency. In our continual planning we will implement professional development on how to use data to support student growth and differentiation strategies school wide. In addition, we

experienced a large amount of staff turnover during the 22-23 school year and were not able to fill 2 ELA positions.

As of June 2023, challenges include a large number of new teachers to the school and a complete turnover of the administrative team.

As of June 2023, opportunities include an addition to the administrative team will allow for a focused support on instructional planning and implementation checks/coaching

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

JMA will have a highly effective educator in every classroom.

Beginning teachers will have highly effective mentors.

Teachers will receive highly effective feedback in order to improve their instructional practices to increase the retention rate among teachers.

**Kristen Lanier
(8/24/22)**

06/15/2024

Actions

0 of 3 (0%)

9/22/23 The leadership team will use various forms of data (Power Bi: attendance, MAP: assessment) to reward and celebrate teachers (monthly) and students (quarterly)(Goal 4, EVAAS)

Kristen Lanier
(8/24/22)

02/28/2024

Notes:

9/22/23 Monthly staff recognitions for instructional practice and data usage. (Goal 4, EVAAS)

Kristen Lanier
(8/24/22)

02/28/2024

Notes:

9/22/23 The Academic and Administration team will provide professional development, building capacity and support to the new staff members. (Goal 4, EVAAS)

Kristen Lanier
(8/24/22)

02/28/2024

Notes:

Implementation:

06/12/2023

Evidence

6/12/2023 - PDs were given on early release days, mandatory teacher work days, and through individual coaching.

<i>Experience</i>	6/12/2023 - Seeing the turn around in classroom management, especially in the beginning teachers, was quite a turn around from first semester.			
<i>Sustainability</i>	6/12/2023 - With staff turnover during the summer, we will need to train new staff on the policies and procedures at JMA. We will also have to reteach some of our returning staff that may have started later in the school year and did not have the same level of coaching because of start date.			

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
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>Within the 2023-24 school year, our school identified Human Resources as an inequity; as a result, our school plans to mitigate this inequity by the utilization of Title 1 funds to hire additional staff members to support student learning and targeted small group instruction.</p> <p>(Goal 2, Goal 4, Title I Funding)</p>	Limited Development 09/22/2023		
<i>How it will look when fully met:</i>		<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 continuing to prioritize the NCILA - Relay Training and provide clear observation, feedback and coaching to teachers using a weekly coaching cycle. (Goal 2, Goal 4)</p> <p>(Goal 2, Goal 4, Title I Funding)</p>		Kristen Lanier (8/24/22)	06/18/2024
<i>Actions</i>			0 of 2 (0%)		
9/22/23		<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 continuing to prioritize the NCILA - Relay Training and provide clear observation, feedback and coaching to teachers using a weekly coaching cycle. (Goal 2, Goal 4)</p> <p>(Goal 2, Goal 4, Title I Funding)</p>		Gwen Love	06/18/2024
<i>Notes:</i>					
9/22/23		<p>Within the 2023-24 school year, our school identified Human Resources as an inequity; as a result, our school plans to mitigate this inequity by the utilization of Title 1 funds to hire additional staff members to support student learning and targeted small group instruction.</p> <p>(Goal 2, Goal 4, Title I Funding)</p>		Kristen Lanier (8/24/22)	06/18/2024

Notes:

Core Function:		Dimension E - Families and Community				
Effective Practice:		Family Engagement				
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	

Initial Assessment:

As of June 2024, we met the goal by increasing our communication with families on a weekly basis, successfully converted to Parent Square, increased the number of parent contact (updates to email), and successfully increased the marketing of the IB program to all feeder schools.

Successes include increased parent communication and feedback as well as increased parent participation in school events.

Challenges include parents understanding their students current level of academic performance.

Opportunities for the upcoming school year include the addition of a Parent Advocate and additional administrative team member for the next school year.

The School Improvement Team will work collaboratively to engage volunteerism and partnerships. (CCR, Math 8, EVAAS growth)

As of June 2024, we met the goal by increasing our partnerships and continuing partnerships to support service activities with Raptor Center, The Bulb, and Angels & Sparrows. Partnerships to support Robotics Program, Future City Program. New partnerships include: Food Lion, North Campuses (NAWL, Blythe, and North Meck), North Mecklenburg Women's Group, Papa Johns, Huntersville Police, Queen City Robotics, and Classroom Central.

The MLL teacher team will host an MLL family engagement night to support MLL families on how to access the CMS Website, JMA Website, Canvas, and Power school. The MLL family night will take place in the Fall and provide an opportunity to engage all MLL families in ways to support their scholars. (CCR, Math 8, EVAAS growth)

As of June 2023, we met the goal as outlined as the MLL team hosted a family engagement night and an International Festival. The International Festival was well attended with several hundred participants.

The JMA Curriculum Night will take place in January. All families will be invited to learn more about the middle-grade curriculum as well as the promotion / academic requirements. (CCR, Math 8, EVAAS growth)

To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

Limited Development
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As of June 2023, we did not meet the goal as outlined.

However, successes include hosting a MLL night and International Festival in lieu and due to staffing changes.

As of June 2023, challenges include planning ahead, collaborating with all stakeholders (IB, Enore, International Festival), and communicating ahead of time in order to have a sizable turnout.

As of June 2023, opportunities exist with partnering with the surrounding schools to host a joint Fall Festival and International Festival as well as IB community service and Encore performances.

How it will look when fully met:

This indicator will be fully met when:

JMA provided ongoing, consistent, and effective communication regarding school-wide expectations and curriculum standards.

- Open House/ Camp JMA
- SIT/PTSA meetings
- JMA Website
- Teacher Canvas Pages

**Mary Kendrick
(08/18/21)**

06/15/2024

Actions

0 of 3 (0%)

9/22/23 The Principal communicates with families via the True Blue Bulletin via Parent Square weekly.
(FAM-S3 - A linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, academic, behavior, and social emotional support.)

Kristen Lanier
(8/24/22)

06/15/2024

Notes:

9/22/23 JMA will host a fall and spring curriculum night in an effort to better engage with parents and communicate curriculum expectations.
(Math 8, FAM-S)

Gwen Love

06/18/2024

Notes:

9/22/23 JMA teachers will communicate with families bi-weekly in Parent Square that will include current instructional focus, assessment dates, and opportunities for support and enrichments. (FAM S-3)

Gwen Love

06/18/2024

Notes: