

Comprehensive Progress Report

Mission:

J.M. Alexander Middle School’s mission is to provide an engaging, challenging learning environment in which our students 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 students 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 meet 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 19.5% 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)



! = 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>Built into our daily bell schedule are protected times to address students' social-emotional needs by continuing our school-wide implementation of Restorative/relational Practices. This protected time occurs during morning advisory and during community time (connected to our lunches), To align all teacher's instructional practices the CASELs Framework is being implemented with the use of the Caring Schools Curriculum, which aligns with our School-wide universal discipline plan. There is an established PD plan to train the staff throughout the year as the has been adopted as a Caring Schools Community pilot middle school. Furthermore, the B3 curriculum is being used during each block and on a rotational schedule during lunch periods to address student's mindfulness,</p> <p>Educators Handbook is being used to address student's needs at the core, and supplemental levels. Enhanced implementation efforts have been developed so that the BMTs are developing plans to address students at the supplement and intensive levels,</p>	Limited Development 08/14/2022		

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> • 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; hence, increasing time in class and school. • 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>Shane McClintock (08/18/21)</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<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 Monthly JMA Way committee meetings and by evaluating the effectiveness of Advisory and Community Time (SEL time), through student/teacher surveys and Panorama Surveys. During the bi-weekly meeting with Student Services, students with chronic absenteeism and other concerns are addressed.</p> <p>The administration will monitor the following:</p> <ol style="list-style-type: none"> Morning advisory, weekly meetings, and Community Time built into the daily schedule Panorama Survey at the beginning/middle and end of the school year & chronic absenteeism Continued Professional Development (Caring Schools Community) on teacher workdays, grade level meetings, and early release days Lessons and Resources (Caring schools Community). <p>(Aligns to A4.06 and CMS Guardrail 3)</p>		<p>Angela McKenzie (08/18/21)</p>	<p>12/08/2022</p>
<p>Notes:</p>				

8/14/22	Staff participates in SEL training, including relational practices (NERP), Restorative Practices, B3, and Caring Schools at the beginning of the school year. Follow-up training will occur during required teacher workdays and early release days. Also, follow-up check-ins will occur at grade level and staff meetings.		Angela McKenzie (08/18/21)	12/08/2022
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Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Curriculum and instructional alignment

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>Strategic Plan 2024 highlights the importance of having highly effective teachers in every classroom, standards-aligned instruction, and rigorous/advanced coursework. JMA will ensure that all scholars have access to the instructional core through strategic planning and weekly PLC meetings. PLC content teams will follow the Open Up and EL curriculums provided by the district through Canvas. All content area teacher's lessons are aligned to the standards.</p> <p>During the August workdays, teachers attend professional learning for their content areas to review the curriculum/standards. PLC leaders met with the leadership team to review PLC protocols before meeting with the teachers in their content. Also, before returning to school, teachers participated in IB training (IB Unit Planner)/AVID, which are too of our big initiatives to improve academic achievement and to provide students with rigorous coursework.</p> <p>Teachers plan for academic excellence by addressing the core instruction using the school's unit planner during Monday and Thursday PLC meetings. During PLC, teachers unpack standards and develop lessons that are grade-appropriate and differentiate the curriculum based on student needs. The administrative team conducts formal observations and daily informal observations providing teachers with immediate feedback. All staff utilizes the Approaches to Learning block to identify gaps in learning and enrichment for students that have mastered the curriculum.</p>	Limited Development 08/14/2022		
<i>How it will look when fully met:</i>		<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"> • Implementation of district curricula with integrity • Evidence of the Core Actions as observed through formal observations • Collaborative PLCs with lessons and strategies being modeled regularly • Differentiation and scaffolds planned intentionally • Discussion around standard-alignment and what mastery looks • Student growth and achievement data should be increased for all subgroups without gaps <p>We will see the execution of high-functioning PLCs from strong PLC leadership. High functioning PLCs will collaboratively plan curriculum-aligned lessons, analyze standards, and align with assigned activities. Analyze student work and utilize data tracking systems to determine student mastery and plan for intervention.</p>		Kristen Lanier	06/15/2024
Actions			0 of 4 (0%)		
	8/14/22	The Leadership Team will provide ongoing professional development, highlighting strategies for differentiation and support across content areas for all subgroups based on data analysis and informal observations.		Kristen Lanier	12/08/2022

<i>Notes:</i>				
8/14/22	The IB coordinator will provide feedback to teachers on the implementation of their IB/AVID Unit Planners and the alignment to the content standards. Focused professional development will occur based on observation data.		Mary Kendrick (08/18/21)	12/08/2022
<i>Notes:</i>				
8/14/22	The AVID coordinator will provide feedback to teachers on the implementation of their IB/AVID Unit Planners and the alignment to the content standards. Focused professional development will occur based on observation data.		Niki Finger	12/08/2022
<i>Notes:</i>				
8/14/22	PLC Content leads will use protocols for effective planning, including the examination of 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.		Kristen Lanier	12/08/2022
<i>Notes:</i>				

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
<i>Initial Assessment:</i>	<p>MTSS team will continue to meet on Wednesdays to address supplemental and intensive students. PLC Monday and Thursday meetings are used to address core instructional practices and students' differentiated supports. The MTSS team attended district-level training on Branching Minds and has developed a training module for staff on the implementation process. During the district training, current practices and protocols were reviewed with the team, including intervention strategies used to support CORE instruction.</p> <p>The team will analyze school-wide and subgroup attendance, behavior/social-emotional, and academic data utilizing a data-based problem-solving protocol for the effectiveness of instruction, curriculum, and environment in meeting student needs.</p> <p>The team will continue to implement the Standard Treatment Protocol when providing supplemental and intensive interventions. This will be done using the ATL block for those scholars identified as needing additional support. Also, built into daily lessons, teachers will strategically address gaps in learning as they use various methods to identify those gaps.</p> <p>All staff will receive a refresher PD on MTSS and new staff will receive more targeted training.</p>	Limited Development 08/14/2022			
<i>How it will look when fully met:</i>	<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"> • Teachers implementing core curriculum with integrity • The diverse use of best practices and strategies that address different learning styles and needs • Established a highly functioning MTSS team, structures, and processes • Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) • Focus is on the quality of instruction rather than student deficits • Purposeful tiered instruction is being provided academically and behaviorally • Data-driven instruction and decision-making • Accurate identification of student needs, rooted in data <p>At full implementation, teachers will deliver interventions as a normal practice, at the core and supplemental and intensive levels. This will be evident from students' improved MAP growth and improved performance on content interim assessments.</p> <p>Intervention groups will be developed based on students' MAP Data and their supplemental needs, with the goal of students showing growth at the end of the year.</p>		Angela McKenzie (08/18/21)	06/15/2024	
<i>Actions</i>			0 of 2 (0%)		
8/14/22	Teachers will implement interventions with fidelity and progress monitor all students monthly assigned to supplemental and intensive MTSS intervention plans for both academics and behavior. Data from formal assessments, intervention assessments, classroom assessments, and student work samples will be used to determine if plans need to be modified or if students need to be removed from plans. After reviewing the data, the MTSS Leadership Team will also review attendance data and modify students' plans.		Angela McKenzie (08/18/21)	12/08/2022	

Notes:

8/14/22 The Student Services PLC (consisting of administration, counselors, social worker, behavior management technician, registrar, and attendance secretary) will monitor chronic absenteeism and behavior rates monthly and develop action plans based on trends.

Tamika Marsh and
Duuna Martin

12/08/2022

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
<i>Initial Assessment:</i>			<p>JMA has expanded the implementation of restorative practices to include relational practices. Staff participated in training at the beginning of the year on how to effectively implement relational practices including Treatment Agreements. During the SEL period, teachers will incorporate relational practice strategies. Teachers will continue to identify and track patterns of behaviors and refer to the BMT, counselor, social worker, and ISS coordinator to implement interventions aligned to the Standard Treatment of Protocol.</p> <p>Data from the Panorama Survey in September will also be used to support students' social-emotional well-being. through the continued use of the caring school's curriculum, and quarterly celebrations to build unity amongst students.</p>	Limited Development 08/14/2022		
<i>How it will look when fully met:</i>			<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"> • SEL curriculum with the explicit instruction that is being implemented with integrity • Serving the whole child for all children • Established MTSS teams, structures, and processes • Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) • Purposeful tiered instruction is being provided • Data-driven instruction and decision-making • Accurate identification of student needs, rooted in data • Teachers utilize culturally relevant and culturally proficient strategies, language, and practices • A safe and welcoming environment is provided for all students <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>		Angela McKenzie (08/18/21)	06/15/2024
<i>Actions</i>				0 of 3 (0%)		
		8/14/22	<p>All teachers will provide behavioral interventions through the MTSS framework at the core, supplemental and intensive levels, based on student needs (CICO, Behavior Plans, Behavior Modification Support, Why Try). Fidelity and effectiveness of interventions will be monitored through Educators Handbook, Student Services PLC, informal observations, and data analysis.</p> <p>Feedback will be provided to teachers during grade level meetings with the support of BMT training sessions differentiated for teachers.</p>		Shane McClintock (08/18/21)	12/08/2022

Notes:

8/14/22 Teachers will implement the district-adopted Caring School Community curriculum to support students' and teachers use of restorative practices. The Administration Team and the Behavior Modification Technicians will follow an observation schedule and monitor this implementation to assess the effectiveness of our universal behavior plan and provide feedback to teachers.

Angela McKenzie
(08/18/21)

12/08/2022

Notes:

8/14/22 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.

Kristen Lanier

12/08/2022

Notes:

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
<i>Initial Assessment:</i>	<p>To improve parent communication and support scholars with the transition to middle school, grade levels and programs, JMA will host a series of in-person and virtual meetings to support our scholars. We have started this process by hosting JMA Camp for our 6th grade scholars and "new to JMA" scholars. In addition, we have communicated with parents through ConnectEd messages and snail mail with back-to-school information.</p> <p>Plans to host additional parent meetings are being developed to improve parent communication. JM Alexander Middle School will continue to collaborate with our feeder school on the registration process and transition plans for our EC/EL, as well as for students transitioning to us from 5th grade and to HS, as 8th graders. A schedule is created by our Student Services team and EC/EL staff to determine timelines and meeting dates for school visits at JMA and at feeder schools.</p> <p>Our school social worker through an established caseload has developed a support plan for our MCV families with available resources needed for school and home.</p> <p>Virtual IB and in person sessions/tours are available for our magnet families to learn more about JMA.</p>	Limited Development 08/14/2022			
<i>How it will look when fully met:</i>	<p>At full implementations, families will have a clear grasp of the registration protocols and procedures needed to transition from elementary to middle and middle to high school. Transition meetings will be in place for students in our EC program 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.</p> <p>At full implementation, student programs will run seamlessly from elementary to middle and middle to high, based on survey data. Organized parent meetings will occur at least twice a year, to discuss middle school concerns and feedback provided based on survey data. The sixth-grade day camp will be planned before school ends and will involve additional community support. Evaluations data will be used to assess areas of growth.</p>		Kristen Lanier	06/15/2024	
Actions			0 of 1 (0%)		
	8/14/22 Collaborate with feeder schools to review and make needed adjustments to current plans for transition meetings (elementary to middle and middle to high).		Counselors	12/08/2022	
<i>Notes:</i>					