

Comprehensive Progress Report

Mission:

The mission of Martin Luther King, Jr. Middle School is to provide a rigorous and relevant educational experience for every child.

Vision:

The vision of Martin Luther King, Jr. Middle School is to nurture and support the whole child to maximize potential, prepare, and place all students on a pathway to prosperity.

Goals:

Each student will work toward proficiency in math throughout the school year so that the EOG math composite increases from 11.3% proficiency to 54.0% proficiency and students continue to meet high growth as measured by the NC Math EOG and by EVAAS growth data. (A2.04; A4.01; B.3.03; E.106)

Each student will work toward proficiency in reading throughout the school year so that the EOG reading composite increases from 19.6% proficiency to 29.6% proficiency and students continue to meet high growth as measured by the NC Math EOG and by EVAAS growth data. (A2.04; A4.01; B.3.03; E.106)

Each student will engage in positive social-emotional learning opportunities in order to decrease the number of out of school suspensions from 446 during the 2018-2019 school year to 401. (A1.07; A4.06)

Each student will work to improve student attendance so that the percentage of students who are chronically absent will be reduced from 55.19% (2020-2021) to 35.19%. (A4.06; E1.06)

To provide a duty-free lunch period for every teacher on a daily basis. (B2.01)

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least 5 hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03)

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

Each student will work toward proficiency in science throughout the school year so that the EOG science composite increases from 46.7% proficiency to 56.7% proficiency and students continue to meet high growth as measured by the NC Science EOG and by EVAAS growth data. (A2.04; A4.01; B.3.03; E.106)



! = Past Due Objectives

KEY = Key Indicator

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
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Initial Assessment:	<p>We updated our master schedule and service delivery models to ensure we are providing standards-aligned instruction using our district curricula in all subject areas with integrity.</p> <p>We are currently working to identify new processes and procedures to support staff as they plan. Currently, MLK's content area Professional Learning Communities vary in effective instructional planning and executing instructional practices. As a result, student academic progress varies across content areas.</p> <p>We have used Title 1 funds to purchase supports for standards-aligned instruction:</p> <ul style="list-style-type: none"> • Teacher Leadership Pathway differentials. These individuals will monitor progress of students based on the assigned content area throughout the year. They will also work to support and coach teachers with curriculum implementation, content knowledge, and instructional pedagogy. • Extended Employment funds used for instruction or curriculum development in Summer Session 1 during Summer 2022 • BMT and other Student Service positions will monitor student attendance and provide appropriate research-based interventions to support students with social-emotional needs 	Limited Development 08/15/2022		
How it will look when fully met:	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • Implementation of district curricula with integrity • Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach • Collaborative PLCs with lessons and strategies being modeled regularly • Differentiation and scaffolds planned intentionally based on student need and performance • Common vocabulary and academic language being used in all content areas • Student growth and achievement data should be increasing for all subgroups 		Heather MacDougall	06/15/2024
Actions		0 of 1 (0%)		
8/15/22	Monitor the effectiveness of PLC systems and processes in order to improve current practices		Heather MacDougall	02/01/2023

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>We updated our master schedule and service delivery models to ensure we are meeting the needs of all student IEPs, LIEPs, and TD plans. Additionally, we are utilizing the district's updated Standard Treatment Protocol when providing supplemental and intensive interventions. In terms of our MTSS leadership team, we are currently working to identify new processes and procedures to support staff.</p> <p>Multi-Tiered Systems of Support (MTSS) reflects the instructional and social/emotional needs for our entire school program. We have systems in place to support tiered instruction for student support; however, additional teacher training and clarified structures may be needed to ensure implementation for all students. Furthermore, the instructional team needs to continue the process of implementing the tiered systems with fidelity to ensure accountability that will lead to positive results.</p> <p>We have used the following funds to purchase supports for equitable tiered instruction:</p> <ul style="list-style-type: none"> • Summer employment for MTSS framework planning • Consideration of resources that will aid teachers in supporting core academic and behavioral expectations for students 	Limited Development 08/15/2022		

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • Teachers implementing core curriculum with integrity • Diverse use of best practices and strategies that address different learning styles and needs • Established MTSS team, structures and processes • Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) • Purposeful tiered instruction is being provided for academics and behavior • Utilizing data to make informed decisions <p>MLK stakeholders will have a culture where each teacher is implementing the tiered support systems with fidelity using effective teaching practices. The teachers will be able to proactively identify students who need support and provide them with differentiated instruction and small group instruction. Positive trajectory of student achievement will be evident through ongoing summative and formative data.</p>		<p>Tanya James</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
<p>8/15/22</p>	<p>Establish an effective MTSS leadership team to identify, implement, and monitor interventions aligned to the Standard Treatment Protocol.</p>		<p>Tanya James</p>	<p>02/01/2023</p>
<p>Notes:</p>				