

## Comprehensive Progress Report

**Mission:**

Our mission is to provide a safe and stable learning environment in which all students can acquire the skills to become confident, self-directed, life-long learners and contributing members of society.

All students will have equitable access to a high-quality education, teacher, and guaranteed viable curriculum in every classroom.

As a staff, we will actively and intentionally seek to interrupt and disrupt inequitable practices so that every student:

**Vision:**

- has access to great teachers, rigorous, aligned instruction, and advanced coursework;
- has the opportunity to pursue college and career pathways;
- enjoys an optimal use of available instruction time to acquire an exceptional education;
- is held accountable for and is supported in addressing chronic absenteeism issues;
- is provided a high level and variety of social and emotional supports;
- is treated fairly and consistently through the disciplinary process so that disproportionality in ISS and OSS will be reduced; and
- will value and embrace diversity and a growth mindset.

This will successfully prepare all students to demonstrate high academic achievement, thrive socially and emotionally, and leave MHMS prepared to make their mark in high school and on the world.

**Goals:**

The percentage of students scoring at Levels 4 or 5 (CCR) on the Math 1 End-of-Course test will increase from 81.1% in SY 2024–25 to 90% in SY 2025–26. (Aligns to A2.04, B3.03 and CMS Goal 3)

The performance grade for students with disabilities will improve from an F to at least a D by the end of SY 2025–26. (Aligns to A4.01, B2.03, B3.03, D1.02, and CMS Guardrail1)

The percentage of 6th–8th grade students scoring at Levels 4 or 5 (CCR) on the Reading End-of-Grade test will increase from 36% in SY 2024–25 to 41% in SY 2025–26. (Aligns to A2.04, B2.03, B3.03, and CMS Goal 2)

The school will retain at least 90% of licensed classroom teachers from SY 2025–26 into SY 2026–27. ( CMS Guardrail 4)

The percentage of students identified as chronically absent will decrease from 28% in SY 2024–25 to 23% in SY 2025–26. ( Aligns to A4.01, CMS Guardrail 3)

The number of out-of-school suspension (OSS) incidents will decrease by at least 10%, from 201 in SY 2024–25 to 180 or fewer in SY 2025–26. ( Aligns to A4.01, CMS Guardrail 2)



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Domain 1: Turnaround Leadership**

**Effective Practice:**

**Practice 1A: Prioritize improvement and communicate its urgency**

	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
<i>Initial Assessment:</i>			<p><u>2024-2025 Implementation Efforts</u></p> <p>For the 2024-2025 school year, a leadership team consisting of the principal, assistant principals, dean of students, MCLs and MTSS Facilitator met weekly to discuss student walkthrough data, assessment data, and the coaching needs of teachers. A success is that the team met weekly to discuss student and teacher needs in order to determine the next steps necessary for building teacher capacity and improving student performance. The MTSS leadership team met to discuss both academic and attendance support needed for students.</p> <p>There are opportunities to expand on this indicator for the 2025-2026 school year by providing accountability for all members of the ILT to provide evidence of teacher response to the coaching plan on a weekly basis and to follow up with adjustments needed to build teacher capacity with effective instructional practices. There are also opportunities to address this indicator by scheduling bi-monthly MTSS meetings that address core practices and interventions for both strategic and intensive students regarding their academics, attendance, behavior and social-emotional well-being.</p>	Limited Development 08/28/2025		

<b>How it will look when fully met:</b>	When this indicator is fully met, the leadership team will meet at least twice monthly to review core, tier 2 and tier 3 practices regarding Mint Hill's academic, behavioral, attendance, and social emotional practices. Each meeting will have a structured agenda in which walkthrough data, the coaching plan, benchmark and assessment trends, behavior incidents and trends, attendance patterns, and SEL indicators are analyzed and modifications are implemented as needed in response to the data. Decisions will be made collaboratively and documented in meeting notes. Changes to coaching, PLCs and interventions will be made in response to decisions made during these meetings.		Heather Nasta	06/10/2026
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<b>Actions</b>	<b>0 of 1 (0%)</b>		
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8/28/25	The School Leadership Team, consisting of the principal, other administrators, MCLs, the MTSS facilitator and members of the student support team will meet twice monthly to monitor the implementation of academic, behavioral, attendance and SEL practices. Data regarding tiered supports, instructional walkthroughs and PLC outcomes will drive future action steps. (CMS Guardrail 1, CMS Guardrail 2, CMS Guardrail 3)		Heather Nasta	06/10/2026
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<b>Core Function:</b>	<b>Domain 1: Turnaround Leadership</b>
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<b>Effective Practice:</b>	<b>Practice 1B: Monitor short-and long-term goals</b>
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	KEY	B3.03	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>	<p data-bbox="382 1039 802 1071"><u>2024-2025 Implementation Efforts</u></p> <p data-bbox="382 1104 1247 1347">Regarding the Wise Ways description for this indicator, the principal at MHMS demonstrates knowledge about the instructional program of the school through regularly scheduled ILT meetings in which members of the administrative team, MCLs and the MTSS facilitator collaborate weekly to discuss classroom walkthrough data and the status of PLCs. She oversaw the implementation of walkthroughs with targeted "look fors."</p> <p data-bbox="382 1380 1247 1542">Regarding successes for the school year, the targeted walkthroughs orchestrated by the principal provided a more streamlined process for providing more focus for the walkthroughs conducted. This was also successful in ensuring greater calibration around key instructional practices, instructional monitoring, and instructional feedback amongst</p>	Limited Development 07/25/2024		
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the ILT. This provided a means of having more aligned expectations regarding observed instructional practices and subsequent feedback provided. This indicator was also successfully implemented through the principal's orchestration of tiering support provided to teachers based on needs observed during walkthroughs, observations, and PLCs.

Some challenges or additional opportunities that exist to address this indicator are creating a walkthrough form that links practices from the Get Better Faster template and the Core Action Walkthrough form to truly focus on high impact instructional resources and behaviors aligned to strong student growth outcomes. Another opportunity would be to create a more targeted coaching plan that tiers the support needed for teachers and provides accountability measures for the implementation of high-yield practices linked to student success.

**Applicable SIP Goals:**

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 28.7 in SY2023-24 to 38.7 in SY2024-25.

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 73.6 % in SY2023-24 to 83.6%in SY2024-25.

**2024-2025 EOG/EOC Data**

Overall Reading EOG GLP: 61.4%, CCR: 36%

Overall Math EOG GLP: 63%, CCR: 41.2%

Reading 6th GLP: 55.6%, CCR: 32.6%

Reading 7th GLP: 63.6%, CCR: 35.9%

Reading 8th GLP: 66%, CCR: 39.7%

Math 6th GLP:62.6%, CCR: 37.1%

Math 7th GLP: 63.8%, CCR: 44.3%

Math 8th GLP: 39.4%, CCR: 16.5%

Math 1 EOC GLP: 97.3%, CCR: 81.1%

Regarding comparative data from the 2023-2024 SY to the 2024-2025 SY, the GLP on the Reading EOG increased by 8%, and the CCR on the

Reading EOG increased by 7.2%. However, we did not meet our Reading CCR SIP goal by a difference of 2.7 percentage points. Likewise, our CCR for Math I increased by 7.5 percentage points. However, we failed to meet our Math I SIP goal by a difference of 2.5 percentage points.

Some challenges consist of teacher facility with effective classroom management practices and rigorous instruction. There are opportunities to become more robust in providing targeted coaching to teachers for the next school year by adopting the Get Better Faster coaching model and implementing this framework across all grade levels and content areas.

### [MHMS Teacher Retention and Development Plan](#)

#### Previous School Years

**Goal: The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 17.7% in 2021-2022 to 22.9% in 2022-2023 to 28% in 2023-2024.**

**As of June 2024, our unofficial EOG scores show that although the percentage of 8th grade students who scored at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG increased from 16.5 % to 23.4 % (6.9 % gain), we did not meet this goal.**

**As of June 2024, the successes that we saw in meeting this goal are reflected in our Overall Math 8 - EOG Only scores as GLP increased to 43.9 % compared to 34.7 % (9.2% gain) compared to last year. At the same time, targeted subgroups made significant gains with Math 8 EOG Only scores as follows: African American: GLP, 36.1 %, 6.2 % gain; CCR, 24.6 %, 12.7 % gain; Hispanic: GLP, 42.9 %, 18.3 % gain; CCR, 14.3 %, 4.2 % gain; EL / LEP: GLP, 33.3 %, 16.6 % gain; CCR, 15.6 %, 8.5 % gain; and SWD: GLP, 22.2 %, 9.3 % gain; CCR, 11.1 %, 7.9 % gain.**

**Our 2023-24 Core Action Walkthrough (CAWT) data also supports success in meeting this goal as follows as during Math PLCs, all teachers specifically incorporated ideas in their plans to shift from teacher-direction to student-ownership of lessons to address the following areas included in the CAWT instrument: Strengthen (The teacher strengthens all students' understanding of the content by strategically sharing students' representations and/or solution methods); and Collaboration (The teacher creates the conditions for student conversations where students are encouraged to talk about**

each other's thinking. Students talk and ask questions about each other's thinking in order to clarify or improve their own mathematical understanding).

Over the course of the year, we completed 42 ELA and 52 Math Core Action Walkthroughs (CAWT) as of 22 April 2024 and provided feedback / coaching to PLCs and individual teachers. CAWT data was analyzed to ensure that tasks planned in PLCs were implemented with fidelity and integrity in every PLC classroom. PLC and CAWT conversations were a standing item on our weekly administrative team meeting agenda.

CAWT data for Math also indicate that targeted areas are trending in a positive direction: Core Action 2: Explicit - 3.4, Strengthen - 3.3; Core Action 3: Problem-Solving - 3.6, Collaboration - 3.6, Elaborate - 3.4.

There is still improvement to be made via continued individual coaching of teachers based on ongoing CAWT.

Teacher Working Conditions Survey data also support successes in this area (percentages are Agree + Strongly Agree) per the following responses: "My conversations with my evaluator after the observation were focused on improving my performance." - 93.9 %; "The feedback I received from my observation included specific steps to improve my instruction." - 91.8 %; "The evaluation process has helped me identify specific things I can do to improve my instruction." - 87.7 %; and "As a result of the evaluation process, I have made positive changes to my classroom practice." - 93.9 %

Spring 2024 Insight Survey data also supports success in meeting this goal as responses to the following questions indicate: "At my school, I have seen someone model lessons where students are doing the majority of the thinking" scored at 68% (Top Quartile = 78 % / CMS average = 62%); "At my school, there are many opportunities for students to have academic discussions where they build on each other's ideas" scored at 74% (Top Quartile = 90% / CMS average = 73 %); "Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice" scored at 74 % Insight Survey (Top Quartile = 83 % / CMS average = 70%); "The feedback I get from being observed helps me improve student outcomes" scored at 77 % (Top Quartile = 85 % / CMS average = 71 %); and "When I get feedback after an observation, I received support to implement those changes" scored at 68% (Top Quartile = 77 % / CMS average = 62 %); We utilized our MCL 1 (math focus) along with our 3 RELAY participants (i.e., Principal, Assistant Principal, and Math 8 PLC Leader) to provide ongoing coaching and support to ensure that all teachers taught the curriculum with fidelity and integrity. We also utilized our MCL 1 (literacy focus) and our EIT2 to provide literacy

coaching while our MTSS Facilitator provided Science coaching. As of June 2024, the challenges that we face in meeting our 2024-2025 SIP goal targets aligned to this indicator include the ongoing time requirements of responding to students behavior and discipline concerns instead of attending to instructional priorities such as attending PLC and data meetings, conducting Core Action Walkthrough (CAWT), and providing more extensive coaching and feedback due to ongoing / urgent disciplinary matters. As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year include making time for teachers to observe other teachers teaching; using Swivl cameras to assist teachers in analyzing their own practice; scheduling opportunities for teachers to collaborate with teachers outside of my school; continuing to train staff in CKH strategies to build strong relationships that can be leveraged to reduce disciplinary incidents; and further delineating the responsibilities of administrative and support staff so that instruction and student outcomes can be prioritized.

[Beginning Teacher Plan](#)

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

In our commitment to fostering a culture of continuous improvement, all administrators will conduct weekly walkthroughs, providing tailored coaching feedback to their assigned teachers. These walkthroughs will not only focus on individual performance but also facilitate opportunities for teachers to visit other classrooms alongside administrators, allowing them to observe effective practices in action. This collaborative approach is designed to enhance professional development, ensuring teachers receive additional training tailored to their needs based on the insights gained from observations.

To address common challenges identified during these visits, we will organize targeted meetings and professional development sessions. Teachers will receive timely feedback aligned with the NC Evaluation Rubric, enabling them to reflect on their practices. This feedback will be actively discussed within Professional Learning Communities (PLCs) and departmental meetings, helping educators to integrate insights into their planning and teaching processes.

As teachers implement the feedback from walkthroughs, we anticipate that issues identified will diminish in subsequent visits, reflecting a growing alignment with the CMS core actions. Classrooms will be characterized by the presence of high-quality texts, adherence to grade-level standards, and a notable level of student engagement. Students will be empowered to take ownership of their learning, demonstrating key mathematical practices through active participation.

The implementation of EL curricula will be prioritized, ensuring it is carried out with fidelity and integrity. We envision classrooms where a diverse array of students are called upon to engage in discussions and activities, fostering an inclusive environment that promotes high engagement for all. Furthermore, consistent evidence of scaffolding and support strategies will be evident in walkthroughs, along with the effective use of small group instruction driven by data analysis.

Through these concerted efforts, we are committed to creating an environment where teaching and learning continuously evolve, ultimately leading to enhanced student outcomes and a vibrant educational community..

**Nakia Gamble**

**06/10/2026**

Actions		0 of 2 (0%)			
8/29/25	The principal and other members of the ILT will conduct weekly classroom walkthroughs to monitor instruction and standards-based curriculum implementation. Walkthrough findings will be used by the ILT to calibrate observations and guide targeted coaching and support for instructional improvement. (CMS Goal 2, CMS Goal 3)		Nakia Gamble	06/10/2026	
<i>Notes:</i>					
8/29/25	The principal and other members of the ILT will implement a tiered coaching plan based on walkthrough and observation data. Teachers will receive differentiated support aligned to their identified instructional needs. (CMS Goal 2, CMS Goal 3)		Nakia Gamble	06/10/2026	
<i>Notes:</i>					
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><u>2024-2025 Implementation Efforts</u></p> <p>Regarding the Wise Ways description of this indicator, human resources, material resources and time were allocated in the following ways to specifically address the needs of SWD during the 2024-2025 SY: 1. A district EC IT representative met weekly with the EC team to ensure EC compliance expectations were met and that students IEPs were appropriately and effectively written. 2. The iReady program was used strategically to provide EC students with differentiated instruction and monitor their progress in their skill acquisition. 3. An additional weekly co-planning session between EC teachers and ELA general education teachers was incorporated to provide greater instructional collaboration during the ELA inclusion classes.</p> <p><b>Applicable SIP Goal:</b></p> <p>The percent of students scoring Grade Level Proficient (GLP), SWD, on ELA End of Grade assessments in grades 6-8 will increase from 15.5% in SY 2023-24 to 25.5% in SY 2024-25.</p> <p>This SIP Goal only included data from EC students who are not in MHMS' Extensions' program.</p> <p>During the 2024-2025 SY, on the Reading EOG test, the GLP for SWD was 21%. On the Math EOG, the GLP for SWD was 17.8%. For the 2023-2024 SY, the Reading EOG GLP for SWD was 15.5%. The Math EOG GLP was 19%. Our SIP goal was to increase the Reading EOG GLP for SWD to 25% so we fell short of our goal. Although we did not meet the target</p>	Limited Development 09/07/2023		

of 25.5%, Reading GLP increased by 5.5%. This reflects meaningful progress toward our goal.

Some successes that informed the slight increase in the GLP of SWD on the Reading EOG is the incorporation of the additional planning time for reading inclusion classes and the use of an EC data tracker that monitored the weekly progress of EC students in iReady and quarterly benchmarks. This provided precise information to support teachers with tailoring feedback and deciding instructional next moves based on students' mastery of skills.

One specific challenge with this indicator this year was the attrition of EC students and the students who began receiving EC services later in the year due to qualifying for services relatively late. These factors limited the consistency of EC service delivery and affected the reliability of conclusions drawn about program effectiveness. With this indicator, opportunities exist to expand weekly instructional planning sessions both amongst the EC department and between EC teachers and math teachers, as there was some slippage in the math performance of EC students when compared to the previous school year. PD could also focus on building both general education teachers and EC teachers' capacity around instructional alignment, monitoring, rigor and engagement in order to enhance the performance of SWD.

Guardrail 1: While ensuring schools have the resources needed to meet student needs, the Superintendent shall not neglect strategies or resources for significantly reducing achievement gaps.

Goal: We will increase our SWD subgroup performance grade from a F to a D or higher by 2025.

#### Previous School Year Data

The successes that we saw in meeting this goal are reflected in the performance of our targeted SWD subgroup that made significant gains with our Overall EOG Math Composite as follows: GLP, 21.1 % (+14.0) and CCR, 7.3 (+5.3). Similarly, our Overall School Reading Composite showed increases for our SWD subgroup as SWD GLP increased 7.3 % to 21.3 % another success we had was our students participating in OSTT. This allowed for students to receive extra instruction outside of the regular school day. Students' Projected Percentiles vs. Actual Percentiles likewise show promising increases for all students. As of June 2024, we have not met our goal aligned to this indicator. For the 2024-25 school year, we will continue to work on taking our performance grade from an F to a D, however a challenge we face this

upcoming school year will be not having OTSS. As an opportunity to address this challenge, we will use the TLP to increase access for all students to highly effective teachers and coaches. We continue to show growth with our SWD subgroup, however we continue to face the challenge of these students meeting proficiency.

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

As a ATSI school, this objective will be fully met when EC students get grade-level content with standards-align instruction with scaffolds. They will be progress monitored on their IEP goals and state standards. A variety of data will be collected on EC students such as iReady reports, benchmark assessments, and common formative assessments. This data will be disaggregated and analyzed on a weekly basis. The data will then inform subsequent small group instruction. Students with disabilities will be provided targeted intervention during the intervention block. On a weekly basis, the ILT will review EC lessons plans, conduct walkthroughs of EC classes, and review student work. Lesson plans will show scaffolds, accommodations and differentiation for EC students. During observations of the inclusion classes, there will be evidence of intentional planning between the general education teachers and EC teachers. Therefore, both general education teachers and EC teachers will be actively involved in facilitating instruction for the students in the class. EC data trackers will show evidence of adjustments to teaching through reteaching, scaffolds and groupings based on data.

Latoya Terry

06/10/2026

**Actions**

0 of 2 (0%)

8/29/25 EC learning labs and inclusion classes will support EC students in approaching or meeting grade-level standards by providing scalable scaffolds and standards-aligned learning targets. (CMS Guardrail 1)

Latoya Terry

06/10/2026

Notes:

8/29/25 EC teachers will receive protected instructional planning time weekly that occurs both within the EC team and collaboratively with general education teachers. (CMS Guardrail 1)

Latoya Terry

06/10/2026

Notes:

**Core Function:**

**Domain 3: Instructional Transformation**

**Effective Practice:**

**Practice 3A: Diagnose and respond to student learning needs**

	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p><u>2024-2025 Implementation Efforts</u></p> <p>Regarding the Wise Ways description for this indicator, for the '24-'25 SY, MHMS core academic instruction was firmly established as demonstrated through weekly planning sessions and classroom walkthroughs. Teachers used Open-Up Resources and the EL Curriculum as primary instructional tools and supplemented with other district-approved resources such as iReady and CommonLit as needed. There was evidence of small group instruction to address the varied needs of students.</p> <p>Additional opportunities exist to develop a more defined Tier 2 and Tier 3 structure for academic, behavioral, attendance and social-emotional interventions for the '25-'26 SY.</p> <p><b>Applicable SIP Goal:</b></p> <p>The percent of students scoring Grade Level Proficient (GLP), SWD, on ELA End of Grade assessments in grades 6-8 will increase from 15.5% in SY 2023-24 to 25.5% in SY 2024-25.</p> <p>This SIP Goal only included data from EC students who are not in Extensions program at MHMS. During the 2024-2025 SY, on the Reading EOG test, the GLP for SWD was 21%.</p> <p>There were a number of Tier 1 successes related to this indicator such as the incorporation of additional weekly planning between EC teachers and ELA general education teachers and the use of an EC data tracker to monitor the progress of SWD in ELA. However, some challenges consist of knowledge of standards, knowledge of the rigor demanded by the standard and monitoring demonstrated by both general education teachers and EC teachers. There are also opportunities to provide more co-planning opportunities in math for the next school year.</p> <p>Regarding Tier 2 and Tier 3 interventions and progress monitoring, there is a need to define what each of these tiers encompass as well as practices, personnel responsible and accountability measures in place to monitor the effectiveness of the MTSS Plan at MHMS. Regarding the academic component of MTSS, professional development centered on differentiation, targeted small group instruction and rigorous, high-</p>	Limited Development 07/25/2024		

quality tasks could clarify and strengthen the practices in each tier at MHMS.

### Previous Years

Goal: Mint Hill Middle School will meet or exceed EVAAS growth in 2024-2025.

As of June 2024, we have not received preliminary EVAAS growth data. We will reflect upon our progress toward meeting this goal once this information is released from the state.

As of June 2024, data that supports progress towards meeting this goal are reflected in our Preliminary EOGs Scores with our Overall School Math Composite showing increases in GLP: 61.8 % (+3.2) and CCR: 44.6 % (+3.2). Additionally, we saw increases with the following subgroups in Math : African American: GLP, 47.4 % (+2.7) / CCR, 35.2 % (+8.2); Hispanic: GLP, 51.7 % (+5.4); EL / LEP: GLP, 47.6 % (+23.9) / CCR, 28.4 % (+19.9); and SWD: GLP, 21.0 % (+13.9) / CCR, 7/6 % (+5.6).

Similarly, our Overall School Reading Composite showed increases for these targeted subgroups: African American: GLP, 41.7 % (+1.7) / CCR, 22.2 % (+1.0); EL / LEP: GLP, 32.7 % (+17.7) / CCR, 13.0 % (+10.5); and SWD: GLP, 17.3 % (+3.3). Students' Projected Percentiles vs. Actual Percentiles likewise show promising increases for all students.

Examining Branching Minds shows that our MTSS program is successfully moving in a positive direction with Math as from 28 August 2023 to 10 June 2024, 22 of the 71 (31.0 %) Tier 2 students moved to Tier I. During this same time frame, 15 (19.2 %) Tier 3 students moved to Tier 2 while 4 (5.1 %) Tier 3 students moved to Tier 2 from the original 78 Tier 3 students. From 28 August 2023 to 10 June 2024, our Tier 3 data went from 8% of our students to 11%, Tier 2 data went from 11%-13% and Tier 1 data went from 80%-75%. Although we had a slight increase of students who were in need of support, we have had additional resources to help our students. Overall, our students have grown half a grade level in Dreambox, and our school received an award for the most usage of Dreambox in our Learning Community. This data supports that math interventions are needed and our work will continue for the following school year.

Branching Minds data for Reading similarly supports our MTSS program's direction as from 28 August 2023 to 10 June 2024, our Tier 3 data went from 8% of our students to 12%, Tier 2 data went from 10%-9% and Tier 1 data went from 80%-77%. Although we had a slight

increase of students who were in need of support, we have had additional resources to help our students. From October 2023-May 2024 our ML students showed tremendous growth with implementation of our reading interventions. This data supports that reading interventions are working.

As of June 2024, the challenges that we face in meeting our 2024-2025 SIP goal targets aligned to this indicator include strengthening core instructional processes including providing culturally-relevant teaching and small group instruction to successfully serve more students at Tier 1 (Core) level; continuing to develop staff buy-in to MTSS including examining data and referring students for interventions; training additional staff to provide STP interventions including Orton Gillingham; the logistics of one person, our MTSS Facilitator, creating and managing all plans in Branching Minds; the ongoing development, coaching, and retention of our MTSS Facilitator who was new in the position this year and replaced a person who was in the position 1 year; and refining the logistics of Miner Time including possibly lengthening it.

As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year include the strengthening of our instructional staff / core instruction through the transfer and external hiring processes; building on staff learning and feedback after our second year of using the Branching Minds platform; utilizing the successful small group instruction experiences of our continuing MTSS Facilitator to influence and train staff schoolwide for successful small group instruction; and examining all possibilities to lengthen and / or move Miner Time within the school day with our Master Scheduler / Math Facilitator who also serves on our MTSS Leadership Team. We will also continue to refine our MTSS referral process along with intervention delivery during our daily Miner Time with our continuing MTSS Facilitator.

<b>How it will look when fully met:</b>	When fully implemented, a strategic scheduling will include a MTSS block to ensure that the best fit is present in pairing teachers to meet student needs. Teachers will implement small groups based on data 3x / week to meet student needs. Teachers will also confidently make discretionary moves during their implementation of EL / OUR to effectively address student needs. Progress monitoring of STP interventions will show student growth towards and /or mastery of grade level standards. In addition, teachers will provide standards aligned scaffolds to support SWD and AIG students, thus closing the achievement gaps across student subgroups.		Latoya Terry	06/10/2026
<b>Actions</b>		<b>0 of 2 (0%)</b>		
8/29/25	Each week, all students will be required to complete 45 minutes of their Personalized Learning Pathway in iReady for both reading and math and pass at least one lesson per subject area. (CMS Goal 2, CMS Guardrail 1)		Latoya Terry	06/10/2026
<i>Notes:</i>				
8/29/25	Data trackers for both general education students and SWD will be used to track the progress of students who are approaching, meeting, and mastering state standards in ELA, math and 8th grade science. (CMS Goal 2, CMS Goal 3, CMS Guardrail 1)		Latoya Terry	06/10/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>			
	<b>KEY A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p><u>2024-2025 Implementation Efforts</u></p> <p>The criteria for meeting the Wise Ways description for this indicator during the '24-'25 SY is demonstrated through the following: 1.The ILT oversaw weekly planning meetings designed to build teacher capacity with rigorous, standard-aligned instruction. 2. Teachers received targeted list of students to provide more differentiated instruction based on their specific needs. 3: Weekly walkthroughs both monitored and provided feedback to teachers regarding their specific instructional practices.</p> <p><b>Applicable SIP Goals:</b></p> <p>The percent of students scoring College and Career Ready (CCR) on</p>	Limited Development 07/25/2024		

reading End of Grade assessments in grades 6-8 will increase from 28.7 in SY2023-24 to 38.7 in SY2024-25.

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 73.6 % in SY2023-24 to 83.6% in SY2024-25.

### **2024-2025 EOG/EOC Data**

Overall Reading EOG GLP: 61.4%, CCR: 36%

Overall Math EOG GLP: 63%, CCR: 41.2%

Reading 6th GLP: 55.6%, CCR: 32.6%

Reading 7th GLP: 63.6%, CCR: 35.9%

Reading 8th GLP: 66%, CCR: 39.7%

Math 6th GLP: 62.6%, CCR: 37.1%

Math 7th GLP: 63.8%, CCR: 44.3%

Math 8th GLP: 39.4%, CCR: 16.5%

Math 1 EOC GLP: 97.3%, CCR: 81.1%

There was an increase in the Reading EOG GLP and CCR by 8% and 7.2% respectively when compared to the 2023-2024 SY. There was also an increase in the GLP of Math I by 0.5%, and the CCR of Math I increased by 7.5%.

Despite increases in the CCR for both the Reading EOG in general and the Math I EOC, MHMS did not meet its 2024-2025 SIP goals in these areas.

Some successes for this indicator include consistent commitment to executing the district-approved (and standards-aligned) curriculum (Open Up Resources and EL Education) as demonstrated during classroom walkthroughs, observations, and PLCs. Supplemental resources such as CommonLit, iReady, and IXL were also used to provide instruction aligned to the NC Standard Course of Study.

Some challenges include building the capacity of teachers to more intentionally use both formative and informal data to drive standard-aligned small group instruction, create high quality tasks, and provide consistent monitoring and feedback to students. There are also

opportunities to use the Good Better Faster framework to provide more consistent coaching for teachers regarding the rigor of their instructional tasks.

### Previous Years

Goal: The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 17.7% in 2021-2022 to 22.9% in 2022-2023 to 28% in 2023-2024.

As of June 2024, our unofficial EOG scores show that although the percentage of 8th grade students who scored at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG increased from 16.5 % to 23.4 % (6.9 % gain), we did not meet this goal.

As of June 2024, the successes that we saw in meeting this goal are reflected as follows: Our overall Math 8 - EOG Only GLP increased to 43.9 % compared to 34.7 % (9.2% gain) compared to last year. In addition, targeted subgroups made significant gains with Math 8 EOG Only scores: African American: GLP, 36.1 %, 6.2 % gain; CCR, 24.6 %, 12.7 % gain; Hispanic: GLP, 42.9 %, 18.3 % gain; CCR, 14.3 %, 4.2 % gain; EL / LEP: GLP, 33.3 %, 16.6 % gain; CCR, 15.6 %, 8.5 % gain; and SWD: GLP, 22.2 %, 9.3 % gain; CCR, 11.1 %, 7.9 % gain.

We utilized our MCL 1 (math focus) along with our 3 RELAY participants (i.e., Principal, Assistant Principal, and Math 8 PLC Leader) to provide ongoing coaching and support to ensure that all teachers taught the curriculum with fidelity and integrity.

As of June 2024, the challenges that we face in meeting our 2024-2025 SIP goal targets aligned to this indicator include chronic absenteeism of students; a lack of optimal engagement and completion of work by students; and apathetic and / or inappropriate behavior by students when they are present in class.

As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year include increasing family engagement for chronically absent students (2023 - 24 CA: All students, 30.13 %; African American students, 35.60 %; Hispanic students, 34.01; LEP students,

35.37; and SWD, 34.75) by conducting home visits and putting in place attendance contracts and other measures to support improved attendance for all students. Additional opportunities include continuing to train staff in culturally responsive teaching strategies as well as restorative practices / Capturing Kids Hearts in order to increase student engagement and decrease disruptive behavior / student removals from classrooms. There is also an opportunity to continue to strengthen our EC Inclusion teachers collaboration with their regular education partners. Finally, opportunities exist to increase student engagement and work completion by continuing to explore a variety of strategies to increase student motivation including weekly and monthly incentives, reinvigorated extracurricular activities including clubs, and increasing family engagement through quarterly events with our PTSA.

<p><b>How it will look when fully met:</b></p>	<p>Students will be observed in walkthroughs and formal observations to be engaged with peers in dissecting the content through deep conversations in which they cite the texts; provide evidence from the texts; and analyze the ideas of others in relation to their own ideas. Teachers will encourage student voice through regular use turn and talk, peer collaboration, and written expression to engage all students in working with the content instead of calling on individual students to respond to questions. All PLC members come to the meeting prepared and participating at a high level with established protocols (standards are unpacked and serve as the key driver and reference of the meeting), (exemplar responses / tasks are developed that support high levels of rigor), expectations, and norms that are embraced across all teams with a focus on small groups that are data driven (iReady, MVPA and Do Nows). Team members will play designated roles in planning / PLCs associated with their strengths (e.g., AIG, EC, or ESL certified staff provide planning expertise to develop plans and instructional strategies for students). We will see PLCs engaging in deep, challenging conversations and questioning of colleagues with a strategic focus on misconceptions so that they can be addressed in the planning of the unit. Additionally, PLCs will develop standards aligned scaffolds and supports, along with data-informed differentiation of instruction, will be included in all lessons to address anticipated student issues, as we all utilizing Backward design planning from assessments with a focus on data (iReady, MVPA, Do Now) to drive a differentiated experience for students (small groups).</p>		<p>Nakia Gamble</p>	<p>06/10/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>8/29/25</p>	<p>The ILT will provide monthly PD on standards-based instruction and centers aligned to learning targets. (CMS Goal 2, CMS Goal 3)</p>		<p>Nakia Gamble</p>	<p>05/15/2026</p>
<p><i>Notes:</i></p>				
<p>8/29/25</p>	<p>Common formative assessments will be conducted to analyze assessment results, adjust instructional moves and identify students needing intervention or acceleration. (CMS Goal 2, CMS Goal 3)</p>		<p>Nakia Gamble</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				