

Comprehensive Progress Report

Mission:

South Charlotte Middle School thrives in an environment of academic excellence where students are prepared to meet and exceed their future challenges. We recognize each student's worth and develop learners who make positive contributions to our changing society.

Vision: The South Charlotte Way: Doing the right thing all day every day.

Goals:

Each teacher will have a duty-free lunch period on a daily basis in accordance with G.S. 115C--105.27.b.6. (A4.06)

Each teacher will have duty-free instructional planning time for an average of at least five hours of planning per week in accordance with G.S. 115C-105.27 b.7. (A2.04)

The staff will provide a positive school climate by promoting a safe learning environment free of bullying and harassing behaviors in accordance with CMS regulation JICK-R. (A4.06)

District Goal 2 Reading: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 50% in SY2024-2025 to 85% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

District Goal 3 Math 1: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 89.1% in SY2024-25 to 95% in SY2025-26 (Aligns to A2.04 and B3.03 and CMS Goal 3)

ML / Science 8 The percent of ML students scoring Grade Level Proficient (GLP) on Science End of Grade assessments in grades 6-8 will increase from 74.5% in SY 2024-25 to 85% in SY 2025-26. (Aligns to A2.04, A4.06, and Guardrail 1)

Our chronic absenteeism rate will reduce from 21.61% in 24-25 to 16% in 25-26 school year. (Chronic absenteeism is defined as being absent for more than 10% of a student's days in membership)

The school will retain 90% of licensed classroom teachers throughout the 2025-26 school year. (Aligns to B2.03 and Guardrail 4)

The percent of OSS/ISS incidents will decrease by 10% from 217 total incidents in SY 2024-25 to 195 total incidents in SY 2025-26. OSS will decrease by 10% from 99 incidents in SY 2024-25 to 89 incidents in SY 2025-26. ISS will decrease by 10% from 118 incidents in SY 2024-25 to 106 incidents in SY 2025-26. (Aligns to A4.01, A4.06, Guardrail 2 and 3.)

The percent of students scoring Grade Level Proficient (GLP) on science End of Grade assessments in grade 8 will increase from 74.5% in SY2024-25 to 85% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)



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>August 2025:</p> <p>Data - Based on TWC survey, staff are receiving observation feedback that impact student achievement. Double digit growth for SWD CCR (+10.2) and Math 8 GLP (+14.7) for SY2024-2025.</p> <p>Successes - Successes include admin team & master teachers communicating with consistency of expectations and feedback for teachers. Principal and AP utilized RELAY coaching, Think Tak, Kid Talk, and biweekly data meetings to provide support to teachers at an individual, small group and whole group level.</p> <p>Challenges - Continue to be present and vigilant in growth for all students. Opportunities - Continue calibration walkthroughs with leadership team and real-time feedback to support staff.</p> <p>-Continue to build cohesive, collaborative team to support school-wide expectations and coaching.</p>	Limited Development 08/27/2025		
<i>How it will look when fully met:</i>		The Leadership Team needs to meet twice each month for an hour each meeting to create a collaborative culture. Together we set goals that lead toward the school wide expectations. In doing so, we create a culture of discourse in which the most important educational matters facing the school are opening and honestly discussed. Create systems and processes that are sustainable and withstand time and change of leadership.		Si-Jeun Armbruster	06/12/2026
<i>Actions</i>			0 of 2 (0%)		
	8/27/25	Set weekly meeting date with clear agenda items to support student achievement, including but not limited to walkthroughs, observations to ensure effective practices.		Si-Jeun Armbruster	06/12/2026
<i>Notes:</i>					
	8/27/25	Follow up and hold each other accountable for tasks that align with clear agenda.		Si-Jeun Armbruster	06/12/2026

Notes:

	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:			<p>August 2025:</p> <p>Data - Based on TWC survey, staff are receiving observation feedback that impact student achievement. Double digit growth for SWD CCR (+10.2) and Math 8 GLP (+14.7) for SY2024-2025.</p> <p>Successes - Successes include admin team & master teachers communicating with consistency of expectations and feedback for teachers. Principal and AP utilized RELAY coaching, Think Tak, Kid Talk, and biweekly data meetings to provide support to teachers at an individual, small group and whole group level.</p> <p>Challenges - Continue to be present and vigilant in growth for all students. Opportunities - Continue calibration walkthroughs with leadership team and real-time feedback to support staff.</p> <p>-Continue to build cohesive, collaborative team to support school-wide expectations and coaching.</p>	Limited Development 08/27/2025		
How it will look when fully met:			<p>Team structures with identified functions and purpose will address three unique areas of need in schools; instruction and instructional methods, whole school improvement planning and culture building opportunities. Teams openly discuss focus on school priorities and make decisions about what to hold tight to and what can be loose to support continuous improvement planning framework, including the MTSS Diamond for Academics and Behaviors. Master Schedules support protected planning time and protected instruction time to benefit students and staff in receiving and providing supports for all students.</p>		Crasharnia Harmon	06/12/2026
Actions				0 of 2 (0%)		
	8/27/25	Create protocols and processes to maximize PLC time.			Kim Young	06/12/2026
<i>Notes:</i>						
	8/27/25	Create Academic Enrichment experiences to support MTSS, focusing opportunities for remediation and accelerations.			Kim Young	06/12/2026
<i>Notes:</i>						

Core Function:	Domain 1: Turnaround Leadership				
-----------------------	--	--	--	--	--

Effective Practice:	Practice 1B: Monitor short-and long-term goals				
----------------------------	---	--	--	--	--

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		<p>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</p> <p>In alignment with the Wise Ways description for this indicator, South Charlotte Middle School (SCMS) has implemented strong practices to monitor curriculum and provide instructional feedback. Wise Ways emphasizes the importance of visibility, instructional knowledge, classroom presence, and meaningful feedback. In 2024–2025, the SCMS Instructional Leadership Team (ILT) upheld these principles by participating in weekly PLC meetings, maintaining a consistent presence in classrooms through regular walkthroughs, and providing feedback to teachers via walkthrough forms and follow-up conversations.</p> <p>A major success this year was the addition of two monthly data meetings specifically for PLCs to analyze and respond to student data. These meetings were in addition to the regular weekly PLC meetings. To protect teacher time and avoid adding more meetings to the schedule, we strategically replaced two grade-level meetings per month with data meetings. This shift provided dedicated time to review i-Ready reports, explore resources in the i-Ready Toolbox, and collaboratively respond to MVPA benchmark data by developing targeted instructional plans and interventions.</p> <p>A notable challenge this year was staffing changes in 8th Grade Science. Both teachers resigned—one in November and the other in January. Although we were able to hire replacements quickly and maintain instructional continuity, the PLC’s momentum and established protocols had to be rebuilt from the ground up with the new staff members.</p> <p>End-of-year data from the Navigator School Performance Grade Calculator Improvement 6–8 Report indicates academic growth across all grade levels and subjects: Math 6: +3.3 Math 7: +3.1; Math 8: +2.5; ELA 6: +6.0; ELA 7: +1.2; ELA 8: +0.2.</p> <p>Regarding our specific School Improvement Plan (SIP) goals, our Reading CCR Goal: was to increase the percentage of students scoring College and Career Ready (CCR) on reading EOGs in grades 6–8 from 48% to 58%; the result was 50%. Our Math 1 CCR Goal was to increase the percentage of students scoring CCR from 83.6% to 93.6%; the result was 89.1% (Math 1 EOC, All Students)</p>	Limited Development 08/03/2024		
----------------------------	--	---	-----------------------------------	--	--

Several key initiatives contributed to these gains: 1) i-Ready: Students completed two i-Ready MyPath lessons per week in both math and ELA. This consistent usage allowed for individualized, skill-based reinforcement throughout the year. 2) MVPA Benchmarks: The three MVPA assessments administered across the year provided actionable, standards-aligned data. After each benchmark, PLCs analyzed the results and adjusted instruction and interventions accordingly to target identified areas of need.

How it will look when fully met:

When this objective is fully met, there is a culture where every staff member takes responsibility for the academic progress of students. The principal and the administrative team are high visibility in classrooms. Principal and instructional leaders monitor the connection between instruction and the learning targets in terms of rigor and student attainment of targets. The principal will distribute instructional leadership to the administrative team, the master teachers, and to the PLC lead teachers. The Instructional Leadership Team (ILT) will have a systematic way to review and respond to formative data. Teachers will continually grow professionally due to regular, constructive feedback and due to strategic coaching. There is a culture of teachers visiting other classrooms to share instructional strategies. Monitoring instruction includes monitoring progress relative to the FAM-S.

We will use the following data points to measure the impact of effective monitoring of instruction: results on EOG reading, EOC Math 1, and EOG science; coaching notes; and walk-through data, and notes from teacher walks. Our retention rate of teachers will help us to determine the impact of our coaching plan.

Minutes from regular ILT meetings will demonstrate weekly action steps and our how thoroughly we have accomplished those action steps.

Si-Jeun Armbruster

06/15/2026

Actions

0 of 3 (0%)

9/21/24 Monitor MTSS for attendance, behavior, social-emotional, and academic support, the MTSS lead will give monthly updates at our ILT meetings. (This action step aligns to FAM S-3)

Crasharnia Harmon

01/31/2026

Notes: FAM-S 3 : A linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, behavior, social-emotional, and academic support.

9/14/25 The ILT will develop a calibrated walkthrough document specific to our academic goals: aligning Learning Lab instruction to core class instruction, ensuring students can demonstrate learning targets by articulating key points or summarizing the lesson.

Si-Jeun Armbruster

06/10/2026

Notes:

9/21/24 Create schedule for ILT to monitor instruction with timely, clear, specific, actionable, measurable feedback or recommendations and coaching plans.

Crasharnia Harmon

06/12/2026

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
--	-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:

In alignment with the Wise Ways description for this indicator, South Charlotte Middle School has implemented several systems to support tiered instruction. Wise Ways emphasizes the importance of having a systematic method of identifying students in need of more intensive support. At SCMS, we use the i-Ready diagnostic assessment as a universal screener, alongside monthly KidTalk meetings, to identify students requiring Tier 2 interventions. As this was our first year implementing i-Ready, we dedicated time to learning how to interpret its reports and utilize the i-Ready Toolbox. This work will continue into the 2025–2026 school year as we strive to deepen our use of the platform.

A key success related to this indicator was the development and implementation of interventions across Tiers 1, 2, and 3. Our after-school extended day program served approximately 50 students with targeted ELA instruction. Additionally, during the final six weeks of school, we implemented six small group interventions during the Academic Enrichment period.

At the Tier 2 (supplemental) level, each grade level had a dedicated teacher responsible for delivering interventions and conducting progress monitoring. Another significant success was the impact of having a part-time (.3) social worker on staff. This role was instrumental in supporting behavioral interventions focused on chronic absenteeism. As a result, our chronic absenteeism rate declined to 14.8%, according to PowerSchool data as of June 10, 2025.

A challenge we faced this year was the learning curve associated with implementing i-Ready for the first time. While the platform offers a wide range of valuable resources and detailed reports, it takes time to develop fluency with the tools in order to maximize their effectiveness. Now that our staff has built a stronger foundation with i-Ready, we anticipate leveraging its resources more fully—and earlier—in the coming school year.

EOY data shows increased in all subjects: According to the *Navigator School Performance Grade Calculator Improvement 6-8 Report*, the gains were Math 6 +3.3; Math 7 +3.1; Math 8 +2.5; ELA 6 +6; ELA 7 +1.2; ELA 8 +2. Additionally, according to the *EOY Unofficial Proficiency Comparison by Subject Report*, we had the following gains by subgroups: Reading GLP for EL students +23.5; Reading GLP for Students with Disabilities: +15.2; Math GLP for EL students +23.8; Math GLP for Students with Disabilities: +10.6.

Limited Development
08/03/2024

The following efforts contributed to our academic growth and improved subgroup performance: 1) Consistent use of i-Ready across both math and ELA to provide individualized learning pathways and monitor progress. 2) Strengthened co-teaching models for students with disabilities, ensuring greater instructional alignment and support. 3) Intentional planning and collaborative teaching for English Learners, allowing for more responsive and differentiated instruction.

How it will look when fully met:

When this objective is being fully met, each staff member will understand and implement the 3 tiered approach to differentiation. There will be a continuous reflection on our core instruction to ensure all students are receiving grade-level, rigorous core instruction. Teachers will be equipped and proficient at differentiating instruction to ensure all students can access core instruction. Through robust staff communication such as KidTalk, teachers and counselors will use a systematic way (including both anecdotal and objective data) to identify students who will benefit from Tier 2 or Tier 3 instruction. Our school will use the district intervention systems and progress monitoring platforms for Tier 2 and Tier 3 instruction to monitor student response to intervention.

Small group instruction will be an integral component of differentiating for students as well as closer observation of students who may benefit from Tier 2 or Tier 3 instruction.

All classroom teachers will be proficient at using iReady and other benchmark data to identify student learning gaps or areas where students are ready for advanced learning.

We will measure if our objective has been fully implemented by monitoring the fidelity of progress monitoring, noting the fluidity of students who move in from Tier 2 to Tier 1 or to Tier 3. Though not all students will have quick progress, fluidity is a marker of an effective MTSS program. We will also measure our progress by increasing the "Optimizing" score on the Fam-S Survey. Also, our school goal of increasing the GLP score for our ML students in science will be a measure of our success.

**Elizabeth Clarke
(elected 8/16/23)**

06/15/2026

Actions

0 of 2 (0%)

9/20/24	Monitor iReady data to ensure students are utilizing learning pathways, teacher assigned lessons, standards mastery assessments. Create a plan to provide students feedback and provide MTSS supports, if necessary.		Kim Young	06/12/2026
<i>Notes:</i>				
8/3/24	Triangulate data, including but not limited to MVPA, iReady, student work samples, common assessments, and class work to align bi-weekly data conversations school goals.		Elizabeth Clarke (elected 8/16/23)	11/01/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
-----------------------	---

Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
----------------------------	---

	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>In relation to the Wise Ways description, South Charlotte Middle teachers meet weekly by content and grade level in PLC's to plan instruction aligned to state standards using district provisioned curriculum and resources.</p> <p>A key success this year was creating designated time in our meeting calendar for PLCs to focus specifically on data analysis. The weekly PLC meetings often did not provide enough time to analyze a full week's lessons, identify high-impact instructional strategies, plan for small group instruction, and review student data—especially following major assessments like i-Ready diagnostics. To address this, we replaced two grade-level meetings each month with dedicated data meetings, which allowed PLCs to engage in deeper, more focused data conversations.</p> <p>One of our primary challenges involved making the best use of the i-Ready platform. While i-Ready offers a wealth of resources and detailed reports, PLCs needed additional time and support to fully understand and utilize these tools. Although teams became more familiar with some aspects of the platform over time, the learning curve during the school year limited our ability to implement certain goals. For example, we had planned for PLCs to develop protocols for regularly analyzing student work and using exemplars to guide instruction. However, due to the time required to build capacity with i-Ready and MVPA data, this focus on student work was deprioritized. We plan to revisit and prioritize this goal in 2025–2026.</p>	Limited Development 08/03/2024		

Another significant challenge occurred with our 8th Grade Science PLC. Both teachers resigned during the school year, and while we were able to fill the positions quickly, neither replacement had a background in teaching. As a result, the PLC's focus shifted to foundational goals such as unpacking standards and learning how to use them for lesson planning, rather than engaging in more advanced PLC practices.

Math 1 SIP goal was to increase from 83.6% in SY2023-24 to 93.6% in SY2024-25 and we increased to 7.6 points to 91.2% CCR. EOY data shows increases for GLP in all subjects According to the School Performance Grade Calculator Improvement 6-8 Report, the gains were Math 6 +3.3; Math 7 +3.1; Math 8 +2.5; ELA 6 +6; ELA 7 +1.2; ELA 8 +.2.

The gains reflected in the data above are a direct result of our PLCs' intentional focus throughout the year. For example, the Math 1 PLC identified students who did not meet College and Career Readiness (CCR) on MVPA #1 and monitored their progress consistently during PLC meetings. Similarly, the ELA PLC used MVPA data to adjust instruction. When students performed poorly on poetry-related questions, the ELA teams responded by creating a mini-unit on poetry and provided explicit, direct instruction on poetry.

<p>How it will look when fully met:</p>	<p>When this objective is fully met, backwards design will be clearly evident as the design model: knowing the standard, creating/working through the assessment, and then crafting learning activities to help students meet the standard. Each member of our PLC teams will participate in the development of standards-aligned lessons, in analysis of student data and in the development of instructional responses to the data. Each PLC member will know how to read formative and benchmark data and will be self-motivated to create small groups based on data, re-evaluate previous lessons based on the data, and create new learning opportunities based on the data.</p> <p>Our PLC teams will have a collaborative culture knowing that we are all responsible for the progress of all students. EC and ML teachers will regularly attend and participate in PLCs and will assist gen ed teachers in creating/finding appropriate amplifications or modifications for lessons. PLCs will regularly create exemplars of student work before the lesson is taught in order to clarify what constitutes solid student mastery; this will help teachers to push students during the lessons and ask questions to help them to achieve solid mastery because work that meets "mastery" or "exceeds mastery" is clear in the teacher's mind.</p> <p>Master teachers and department chairs will ensure that vertical alignment is monitored regularly so that students are properly prepared for each grade level.</p> <p>We will measure full implementation by our overall EOG scores, increase in subgroups scores on EOG's, and PLC minutes.</p>		<p>Kim Young</p>	<p>06/15/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>2/28/25</p>	<p>We will have a school-wide protocols for vocabulary instruction and annotations used in daily instruction to support which can help students better understand the standardized test questions (example: convey, delineate, analyze, etc.)</p>		<p>Elizabeth Clarke (elected 8/16/23)</p>	<p>06/12/2026</p>
<p><i>Notes:</i></p>				
<p>8/27/25</p>	<p>Every classroom implements standards aligned instruction and transferable student tasks using the approved instructional materials and resources.</p>		<p>Kim Young</p>	<p>06/12/2026</p>

Notes: