

Comprehensive Progress Report

Mission:

East Mecklenburg High School cultivates a safe, inclusive, and intellectually vibrant environment where every student is empowered to thrive. Through rigorous academics, meaningful relationships, and intentional mentorship, we nurture curious, compassionate, and resilient learners prepared to lead with integrity in a diverse and dynamic world. In partnership with families, staff, and the broader community, we commit to developing the whole individual—fostering intercultural understanding, critical thinking, and a lifelong passion for learning that contributes to a more just and peaceful society.

Vision:

East Mecklenburg High School envisions a community where every student is inspired to discover their purpose, embrace their identity, and pursue excellence with courage, curiosity, and compassion. Grounded in a legacy of learning, leadership, and service, we empower students to become thoughtful leaders, resilient learners, and kind global citizens—ready to shape a better world.

Goals:

- The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 6% in SY2024-25 to 21% in SY 2025-26.
- The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 85.6% in SY2024-25 to 90% in SY 2025-26.
- The percent of students scoring Grade Level Proficient (GLP), ML students on the Math 1 End of Course assessment will increase from 4.3% in SY2024-25 to 20% in SY 2025-26.
- The number of OSS/ISS incidents will decrease from 443 in SY2024-25 to 332, a decrease of 25% in SY 2025-26.
- The percent of Chronic Absenteeism will decrease from 20.5% in SY2024-25 to 15% in SY 2025-26.
- The school will retain 100% of its highly effective classroom teachers throughout the 2025-26.



! = Past Due Objectives KEY = Key Indicator

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

<p>Initial Assessment:</p>	<p>13 June 2025 Update</p> <p>The SIP goal that this indicators aligns to is :</p> <p>Goal 3: The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 6% in SY 2024-25 to 21% in SY 2025-26.</p> <p>Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on (choose subject/course) End of Course assessment will increase from 21% in SY2024-25 to 30% in SY2025-26.</p> <p>A Classroom Walkthrough Form was created for Admin to focus on instructional and classroom management strategies and expectations including AVID, CKH, GBF components. MCLs continued Core Action Walks and discussed outcomes with Admin in weekly meetings MCL meetings. Data gathered from these forms was used in coaching conversations, coaching clinics, and planning interventions as needed. This goal will continue into the 2025-26 school year to ensure full implementation.</p> <p>Our successes in this area are the overall increases in student achievement in tested areas: maintaining a 19 school composite ACT score with slight increases in EL and EC population, 76% increase in met ML goals on ACCESS.</p> <p>Our challenges continue to be working to achieve our lofty Math 1 EOC CCR goal. We will continue to build on the procedures we have created this school year regarding teacher coaching and walkthroughs.</p>	<p>Limited Development 07/25/2024</p>		
<p>How it will look when fully met:</p>	<p>Members of the Administrative Team will utilize both an in-house Google Form and the CMS Qualtrics CAWT instrument focused on CMS core actions as well to current district expectations and look fors. Administrators will capture key observations from classroom visits to determine whether 1) lesson plans are being implemented with a high degree of fidelity with clear learning targets, high quality teaching,</p>		<p>Steve Drye</p>	<p>06/10/2028</p>

and tasks observed in all classrooms; 2) that tasks / exemplars are being employed that align with the rigor of the NC EOG/EOC assessments in each classroom; and that 3) all students are participating and engaged in the lesson at a high level. Observers will also look for evidence of scaffolding and supports for learners who need them along with small group instruction. Members of the Administrative Team will be calibrated and aligned in their individual walkthroughs through an initial team and principal / AP walkthrough process to begin each semester. Administrative Team members will consistently visit every teacher on their walkthrough list and provide feedback in the manner designated.

When fully implemented, we will observe:

- All administrators conducting weekly walkthroughs and provide coaching feedback to their assigned teachers.
- Teachers visiting other classrooms with an administrator to observe practices in action as needed or as beneficial.
- Teachers receiving additional training / professional development to further build their knowledge and skills as needed based on walkthroughs and observations.
- Meetings or PD provided to address common issues noted in visits.
- Teachers, PLCs, and Departments implementing walkthrough feedback to improve planning and teaching processes.
- Walkthrough feedback will be discussed and used in PLCs in the planning process.
- Issues addressed in walkthroughs will cease to be seen in subsequent CWT and observations.
- Evidence of CMS core actions will be prevalent in all classrooms: high quality texts; grade level standards; high level of student engagement; mathematical practices demonstrated by students; students do the heavy lifting of learning.
- Adopted curricula will be implemented with a high degree of fidelity and integrity.
- A high number / variety of diverse students will be called upon to participate in all classrooms and all students will be highly engaged.
- Evidence of scaffolds and other supports will be noted consistently in walkthroughs and observations.
- Evidence of small group instruction and use of data will be noted consistently.

Administration has set up a walkthrough schedule to ensure that

each classroom is visited weekly.

Administration attends weekly PLC meetings within their departments and monthly department meetings.

Teachers have objectives posted on board in student friendly language.

Teachers have a classroom matrix posted in their classroom EMHS school-wide behavioral matrix for expectations posted in various hallways of school.

Administration has created an observation protocol aligned to Core Actions/Get Better Faster Scope to ensure all staff get proper feedback from observations and walkthroughs.

School will utilize BTSP to guide new teachers with high quality teaching and delivery of curriculum.

Actions

0 of 6 (0%)

7/25/24

The Beginning Year Teacher Leadership Support Team will schedule meetings with beginning teachers and provide support for these teachers in various ways such as targeted PDs, socials to increase familiarity with one another along with positive affirmation meetings with mentors. The Get Better Faster Scope and Sequence will be used by instructional leaders to launch a Teacher's development. [Goal 3]

Isiah Williams

06/10/2026

Notes: 23 May 2025 Update

This action step will continue throught 2025 - 26 school year to ensure full implementation.

BTSP program has met district expectations through the school year. Admin will work with instrucitonal leads and Dean of Instruction to plan intentional professional development focusing on instructional strategies and facilitation, instructional technology, building classroom culture.

7/25/24

Administration will record classroom teachers and review the videos to calibrate using the Get Better Faster Scope and CMS Core Actions documents to help show alignment. [FAM-S 30]

Isiah Williams

06/10/2026

Notes: 23 May 2025:

This action step will continue through the 2025-26 school year to ensure school wide impact and full implementation.

Swivl cameras have been used by instructional leads and teacher to record instruction and PLC meetings. Math department completed a book study "Building Thinking Classrooms" and filmed their implementation of instructional strategies. Recording and analyzing instructional practices help to increase teacher efficiency and outpace CCR and GLP outcomes in the previous school year (23-24). The instructional Excellence Library will be fully implemented in 2025-26 school year.

7/29/24

The administration will revisit the Classroom Walkthrough Instrument to provide immediate glow and grow feedback to teachers as well as inform face-to-face coaching sessions. Incorporate key looks for based on goals of increasing student voice and ownership for ELA (i.e., Connect; Scaffolding Questions; Perseverance; and Challenge) and Math (i.e., Strengthen; Precision; Collaboration; Elaborate) as well as look fors related to FAM-S results including culturally-responsive instruction; use of approved resources for remediation and enrichment; and appropriate scaffolding to assist students in accessing the curriculum. Conduct weekly walkthroughs with the Administrative Team and individually as needed to monitor the implementation and effectiveness of FAM - S actions. [Goal 3; Guardrail 1; FAM-S]

Heinen, Principal

06/10/2026

Notes: 24 May 2025:

This action step will continue through the 2025-26 school year to ensure full implementation. The Classroom Walkthrough Form was reformatted to focus on CKH, AVID, and GBF implementation. MCLs complete Core Actions Walks regularly and provide coaching as needed.

7/29/24	<p>Administration will implement coaching schedule based on staff needs and as informed by EVAAS, observations, and CAWT results. Provide bimonthly glow and grow feedback with a specific action step to work on to each Math and ELA PLC with a focus on 1) equitable opportunity for every student to engage in higher level work; 2) increased student ownership with decreased teacher direction; and 3) promotion of student voice through intentional planning.</p> <p>Incorporate EITs and MCLs SE into the coaching schedule with greater frequency with these TLP teacher leaders conducting walkthroughs; meeting with / coaching selected staff; and accompanying selected staff on guided classroom visits to observe management and instruction in peers' classrooms. [Goal 3; Guardrail 1].</p>		Kathryn Heinen	06/10/2026	
<p><i>Notes:</i> 23 May 2025:</p> <p>This action step will continue through the 2025-26 school year. Classroom Walkthrough Form was reformatted to align with key components in classroom management, instructional strategy, and CKH. MCLs complete classroom walks regularly and provide coaching as needed.</p>					
5/26/25	<p>The Principal prioritizes Classroom walkthrough facilitated through Google Form by discussing every week in ATM, conducting calibration visits with each individual admin, and sharing coaching / debriefing feedback with each AP / staff member conducting classroom walkthroughs. [Goal 3]</p>		Steve Drye	06/10/2026	
<p><i>Notes:</i> 23 May 2025</p> <p>This goal will continue in 2025-26 school year for re-implementation.</p>					
5/29/25	<p>We will implement a Cycle of Professional Learning for Professional Development to address key topics (e.g., engagement; academic monitoring) with periods of observation, safe practice, feedback, and coaching.</p>		Kathryn Heinen	06/10/2026	
<p><i>Notes:</i></p>					
KEY	D1.02	<p>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

Initial Assessment:

Current state of Students with Disability GLP as of August 2025:

East Mecklenburg High School's (EMHS) students with disabilities (SWD) population is currently facing significant challenges in academic proficiency, particularly in key subject areas.

- The data indicates a struggle for SWDs to meet proficiency standards:
- Math 1 proficiency is notably low at 17%.
- English 2 proficiency is only slightly better at 25%.

Performance on the ACT and Workkeys assessments is also a concern, hampered by low participation and poor Grade-Level Proficiency (GLP) results.

EMHS has introduced several strategic interventions to address these performance gaps and better support the SWD population:

- Targeted Homeroom Interventions: Students are now grouped during Homerooms to receive support. This model is designed for accessibility by grade level and includes once-a-week 1-on-1 meetings with Exceptional Children (EC) personnel.
- Master Schedule Adjustments for Co-Teaching: The Master Schedule has been re-designed to ensure that Math 1 and English 2—both tested subjects—are offered as co-taught classes. This change includes dedicated time for common planning among teachers for End-of-Course (EOC) subjects.
- Learning Labs for Pre-requisite Skills: SWDs are scheduled for Learning Labs during the first semester. The goal is to build the pre-requisite skills needed for success in their scheduled EOC classes during the second semester.
- Professional Development for Co-Taught Classrooms: EMHS is committed to offering specialized professional development for the teacher pairs working in co-taught settings. This training will specifically focus on effective instructional strategies tailored for a co-taught environment.

These interventions reflect a focused effort to boost achievement by improving instructional delivery, providing individualized support, and dedicating time for necessary skill-building.

Limited Development
09/25/2025

How it will look when fully met:

The completion of these interventions is designed to establish a multi-layered, coordinated support system that addresses both instructional quality and individual student needs.

1. Improved Instruction and Accessibility

The implementation of the co-teaching model, supported by specific professional development, should result in higher-quality, more accessible instruction in core subjects:

- Cohesive Teaching Teams: Teachers in co-taught Math 1 and English 2 classes will be working from the same page, thanks to common planning time and shared instructional strategies learned through specialized professional development. This should lead to a more seamless integration of general education curriculum and specially designed instruction (SDI).
- Targeted Strategies: The professional development will ensure that teacher pairs use evidence-based strategies effective for a co-taught environment, better meeting the diverse learning needs within the classroom.

2. Enhanced Foundational Skills and Preparedness

The strategic scheduling of Learning Labs will help close prior learning gaps and prepare students for rigorous coursework:

- Skill Remediation: Students will enter their second-semester EOC classes (Math 1 and English 2) having spent the first semester in Learning Labs, where they focused on mastering the pre-requisite skills essential for success. This proactive approach will reduce the number of students trying to learn new material without the necessary foundation.
- Reduced Overwhelm: By separating skill-building from high-stakes testing, the system aims to make the EOC classes less overwhelming and more manageable for students.

3. Personalized and Consistent Intervention

The new Homeroom structure will create a reliable mechanism for individualized support:

- Routine 1-on-1 Support: Every SWD will have a guaranteed, weekly 1-on-1 check-in with an EC staff member. This consistent, individualized attention allows for rapid identification of emerging struggles, progress monitoring, and in-the-moment

Steve Drye

06/10/2028

	<p>academic and organizational support.</p> <ul style="list-style-type: none"> Grade-Level Focus: Grouping students by grade level during these Homerooms fosters a community of support while making the delivery of grade-appropriate interventions more efficient. <p>In summary, the completed interventions will create an environment where support is systemic, instruction is specialized, and foundational skills are addressed first, collectively increasing the probability of improved proficiency in Math 1 and English 2, and subsequently, better performance on assessments like the ACT and Workkeys.</p>			
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Actions		0 of 3 (0%)		
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9/25/25	Students are grouped during Homerooms to provide interventions. This is designed for accessibility by grade level and providing once a week 1 on 1 meetings with EC personnel. Master Schedule designed so that Math 1 & English 2 cotaught classes for tested subjects. Common planning content teams incorporated to allow data analysis and curriculum support lead by MCLs. Students are also scheduled for learning labs 1st semester to provide pre-requisite skills necessary to be successful in scheduled EOC classes 2nd Semester.		Kathryn Bauer	06/10/2026
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<i>Notes:</i>				
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9/25/25	Professional development will be offered for teacher pairs in cotaught classrooms. This training will focus on instructional strategies used in a co-taught environment.		Kathryn Heinen	06/10/2026
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<i>Notes:</i>				
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9/25/25	Collaborating with SS PLC members to provide interventions for SWD Chronic Absenteeism. Ensuring consistent communication between teachers, student support staff, and families regarding attendance violators is ongoing.		Isiah Williams; Abraham Arias; Tasha Gatling	06/10/2026
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<i>Notes:</i>				
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Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs			
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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
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Initial Assessment:

The SIP goal that this indicator aligns to is: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth or our overall school index in SY2022-23 and SY 2023-24.

East has met or outpaced its GLP and CCR EVAAS projections in all tested areas for the 2024-25 school year. We will continue to reflect upon our progress and practice toward meeting this goal once this information is released from the state in late October 2025. These successes will lead to our school continuing these actions steps into the 2025-26 school year.

Our administrative team regularly visited EOC PLCs to show MVPA growth and projected proficiency data; including item analysis and standard proficiency. EOC teams introduced to the district provided MLR strategies and interventions to improve student outcomes.

Admin used MVPA Benchmark and Walkthrough data to address standard engagement and low performance concerns. The administrative team & Master Teachers coordinated with district facilitators and curriculum leads to: manage PLCs, progress monitor student data, implement and modify interventions, strategically organize small groups and integrate evidence based instruction.

Homerooms were strategically created for semester 2, to allow for Math 1 interventions based on MTSS caseloads. ML students had support within the school day through the use of strategic planning (SIOP classes, PACE labs, and ALFA Lab) and a ML specific Edgenuity lab. Of the 37 MTSS Math 1 Cohort students, 70% received Math 1 Credit. Another success in this area would be meeting the 95% participation in tested areas though managing absenteeism.

A constant challenge in this area would be working on solutions to managing ML chronic absenteeism. For the 2024/2025 school year, opportunities will continue to engage our ML students through creating Homerooms designed to include time for academic tutoring, English proficiency strategies (PACE), AVID integration, and SEL.

Limited Development
07/25/2024

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> • Strategic scheduling noted during the Daily Homeroom block to ensure that the best fit is present in pairing teachers to meet student needs. • Teachers will implement the district-supported Springboard and Math Up curriculum in classrooms with fidelity while making discretionary moves to effectively address student needs. • Progress monitoring of STP interventions and widespread use of data-based small group instruction will show student growth towards and /or mastery of grade level standards. • Math and Literacy MCLs / Master Teachers will provide support in leading PLCs, providing PD, and discussing curriculum and objectives. PLCs will continue to meet weekly to unpack the curriculum, complete data dives, and work toward creatively implementing the curriculum with fidelity. • Edgenuity based labs built into the school day and virtually after school will provide additional supports to students. ML students will have supports within the school day through the use of strategic planning and a ML specific Edgenuity lab. Growth will increase by 5% points when fully implemented. 		<p>Steve Drye</p>	<p>06/30/2028</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/15/24</p>	<p>MTSS Leadership Team will examine intervention plans in Branching Minds at monthly meeting and track progress of students utilizing iReady to suggest adjustments / provide feedback to teachers as indicated. [Goal 3]</p>		<p>Patricia Johnson</p>	<p>05/15/2026</p>
<p><i>Notes:</i> 23 May 2025:</p> <p>This action step will continue through the 2025-26 school year to ensure full implementation.</p> <p>Data analysis addressing attendance, behavior, and academics occurs during monthly MTSS and SS PLC meetings. Monthly data reports compiling SPG components provided to Admin, SS, and Instructional leads. MCLs meet with Admin regularly to discuss trends and interventions. MCLs and EITs provide small group instructions for identified students. As a result of interventions, East Meck has met its Math 1 GLP and CCR projected goals.</p>				

7/29/24	<p>Our MTSS Facilitator will lead monthly MTSS Leadership Team meetings to ensure that student academic, behavior, and attendance interventions are provided. She will guide the team as it works with teachers to identify new students in need of interventions at the various tiered levels. Panorama data will inform this process. [Goal 3; Guardrail 1; FAM-S 3]</p>		Patricia Johnson	06/10/2026
<p><i>Notes:</i> 23 May 2025:</p> <p>This action step will continue through the 2025 - 26 school year.</p> <p>Data analysis addressing attendance, behavior, and academics occurs during monthly MTSS and SS PLC meetings. Monthly data reports compiling SPG components provided to Admin, SS, and Instructional leads. MCLs meet with Admin regularly to discuss trends and interventions. MCLs and EITs provide small group instructions for identified students. As a result of interventions, East Meck has outpaced its Math 1 GLP and CCR 2025-26 projected goals.</p>				
7/29/24	<p>Monitor daily Homeroom Block by conducting classroom walkthroughs (i.e., fidelity checks) to verify that small group instruction is occurring; enrichment activities are being delivered; and, most importantly, students are receiving required interventions based on Data Decision Rules and employing the Standard Treatment Protocol. Provide feedback and coaching to teachers based on these fidelity checks. Revise and communicate Homeroom Expectations to all teachers. Monitor through new HR walkthrough instrument and provide feedback to address concerns with homeroom attendance and productivity toward school / district goals.</p> <p>[Goal 3; Guardrail 2; FAM-S 3]</p>		Kathryn Heinen	06/10/2026
<p><i>Notes:</i> 23 May 2025:</p> <p>This action step will continue through 2025-26 school year.</p> <p>CAWT are conducted weekly through rotation schedule. CAWT form updated for S2 with key components for instruction and classroom management.</p> <p>A separate homeroom instrument has been developed to provide specific feedback in light of teacher concerns.</p>				

5/26/25	<p>Create daily homeroom blocks in which students are strategically grouped to receive Tier 2 and Tier 3 interventions (e.g., ML students; EC students) from highly-qualified staff with intentionally matched qualifications (i.e., certifications; historical EVAAs performance). Deliver MTSS interventions via daily homeroom.</p> <p>iReady Diagnostics will be used to identify and group Math 1 students needing intervention. Students will be place in Homerooms with highly quatified Math teachers to receive ongoing support. Student progress will be monitored throughout the year.</p> <p>[Goal 3; Guardrail 1; FAM-S 3]</p>		Patricia Johnson	09/30/2026
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<p><i>Notes:</i> 23 May 2025</p> <p>This action step will continue through 2025-26 school year to ensure full implementation.</p> <p>Daily Homeroom blocks focused on provided Teir 2 & 3 interventions have helped to increase Math 1 GLP and CCR student outcomes helping the school outpace its EVAAS projections for the 2024-25 school year.</p>			
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Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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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
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<i>Initial Assessment:</i>			<p>New Assessment (May 2025):</p> <p>The SIP goal that this indicator aligns to is :</p> <p>Goal 3: The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 6.0% in SY 24-25 to 21% in SY 25-26.</p> <p>Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on Math 1 End of Course assessment will increase from 21% in SY 2024-25 to 30% in SY 2025-26.</p> <p>Many of these action steps aligned to this indicator have been met, however we want to continue these actions steps through the 25-26 school year to ensure full implementation. Our administrative team</p>	Limited Development 07/25/2024		
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regularly visited EOC PLCs to show MVPA growth and projected proficiency data; including item analysis and standard proficiency.

EOC teams introduced to the district provided MLR strategies and interventions to improve student outcomes. Administration, MCL, and District Math Specialist used Benchmark and Walkthrough data to address standard alignment, engagement, Coherent Math integration, attendance, and low performance concerns.

Successes & Challenges

Our successes for the year include: Significant Math 1 achievement gains outpacing EVAAS projections including **21% in GLP** and **6% in CCR**. Growth and achievement data were used to make schedule changes for Semester 2 that bolstered student outcomes. 70% of MTSS Cohort students received a Math 1 credit. East Meck also met 95% participation in all tested areas despite challenges with absenteeism.

Our challenges are a continued area of concern with ML achievement, despite positive gains on ACCESS. Our opportunities for the 2025-26 school year will be to use proficiency and growth to reorganize PLCs.

Attendance was also a concern in Semester 2. Opportunities to engage student families early and coordinating efforts with student service staff through MTSS team to develop and facilitate interventions will be necessary for the 2025-26 school year.

We will continue to schedule coaching clinics and further incorporate RELAY strategies to bolster PLCs. We are working to reformat our daily schedule to include time to integrate academic tutoring, English proficiency strategies (PACE), AVID integration, & SEL.

when fully met:

Key characteristics in the Wise Ways document include PLC teams meeting weekly to discuss curriculum and objectives.

- 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.
- Increased student autonomy, independence / interdependence, and ownership will be observed in classroom visits in which teacher direction / control will also be observed to diminish.
- PLC's will meet regularly and planning and discussions will revolve around district standards revolving around the PLC planning model.
- Team will consistently use backwards design planning. PLC's will keep AVID, IB and ELL strategies at the forefront of their teaching and planning to ensure that these are not just programs rather wholeschool initiatives to ensure culturally responsive instruction is occurring in all classrooms.
- Conversations will reflect high expectations for every student with a focus on providing supports and scaffolding rather than making excuses or saying "my kids can't do this".
- Scaffolds and supports, along with data-informed differentiation of instruction, will be included in all lessons to address anticipated student issues.
- All PLC members will adopt a problem-solving mode and seek to anticipate potential student learning issues and proactively address them.
- PLC agendas will be a living document of progress monitoring to assess and meet students where they are in the learning process.
- Through several strategic decisions the school will focus on self efficacy and self management of our students during the SY2023-2024; including PLCs, the learning profile in all classrooms, SEL lessons, and the utilization of homeroom each week in the master schedule.

		0 of 6 (0%)		
Actions				
5/23/25	When creating the master schedule, an emphasis was placed on the 2025 - 26 scheduling tenets, instructional guidelines, EVAAS and curriculum commitments (SEL and Common planning embedded within day, MTSS intervention time during school day, and strategic scheduling for special populations. [Goal 3; FAM-S 29]		Steve Drye	01/30/2026
<i>Notes:</i> Continuing implementation through 2025-26 school year.				
7/25/24	The administrative team will develop and execute a school-wide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data at least once a week. [Goal 3; FAM-S 29]		Steve Drye	06/10/2026
<i>Notes:</i> 23 May 2025 Date was changed from 2025 to 2026 to continue working on action steps. 24 February 2025: Data analysis addressing attendance, behavior, and academics occurs during monthly MTSS and SS PLC meetings. Monthly data reports compiling SPG components provided to Admin, SS, and Instructional leads. MCLs meet with Admin regularly to discuss trends and interventions. MCLs and EITs provide small group instructions for identified students. As a result of interventions, East Meck has met its Math 1 GLP and CCR projected goals during S1.				
7/25/24	Instructional teams will collaborate with the leadership team to analyze data after each benchmark window to provide differentiated instruction to meet the needs of all students [Goal 3].		Isiah Williams	06/10/2026
<i>Notes:</i> May 2025 Update: This action step will continue into the to 2025-26 school year due. These collaborative sessions with Admin and Instructional leads focused on identifying trends and developing interventions through analyzing and monitoring Benchmark data, attendance and behavior trends, and walkthrough data. As a result of these sessions, the school was able to identify trends early and coordinate interventions that lead to increases in student outcomes.				

5/23/25	The administrative team and department chairs instructional leaders will develop a calibrated walkthrough instrument to guide monthly walkthroughs of all teachers to identify coaching needs and to ensure standards-aligned instruction. [Goal 2, FAM-S 29].		Steve Drye	06/10/2026
<i>Notes:</i> Continuing this action in order to redevelop the calibrated walkthrough instrument to better align with teacher coaching needs and aligned standards.				
8/27/25	Duty-Free Instructional Planning Time for Teachers : The NC SBE’s statutory provision 115C -105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C -301.1, with the goal of providing an average of at least five hours of planning time per week. (A 2.04)		Steve Drye	06/10/2026
<i>Notes:</i>				
8/15/24	The leadership team will provide guided data dives in PLC meetings 3 times throughout the school year to provide strategic coaching and small group action plans to all grade levels. [Goal 3]		Isiah Williams	06/30/2026
<i>Notes:</i> 23 May 2025: This action step will continue through the 2025-26 school year. Data analysis addressing attendance, behavior, and academics occurs during monthly MTSS and SS PLC meetings. Monthly data reports compiling SPG components provided to Admin, SS, and Instructional leads. MCLs meet with Admin regularly to discuss trends and interventions. MCLs and EITs provide small group instructions for identified students. As a result of interventions, East Meck has met the 24-25 GLP and CCR EVAAS projections and improved student outcomes.				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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>			Limited Development 07/25/2024		
The SIP goal that this indicator aligns to are: The percent of students reporting a positive self-perception of their engagement will increase from 23% on the Fall 2021 Panorama Screener (in Grades 6-12) to 31.5% in SY2022-23 and 40% in SY2023-24. The percent of students reporting a positive self-perception					

of their self-management will increase from 69% on the Fall 2021 Panorama Screener (in Grades 6-12) to 74.5% in SY2022-23 and 80% in SY2023-24.

The professional development plan for staff was centered around the IB Learner Profiles each month during the school year to teach them about helping students build skills and traits to increase their self efficacy, self management, and social/emotional needs. High Interest clubs have been created for students to approach each school day as an academic challenge and then to relax. Students are encouraged to get actively involved in a club. Thirty-one different diverse clubs are available for students to participate after school hours enjoying the companionship of their peers. School-wide attendance plan has been created to assist with decreasing chronic absenteeism. The 7 Mindsets Program (East 495 Connection Time - SEL) will be embedded in the third period classes held every Wednesday. This allows students to work with teachers that they have a better consistent pre-existing relationship with. This school-year, our chronic absenteeism remains constant at 20%. There has been little deviation from the previous school year. Our attendance is rate dipped below 95% in January and has held at 92.8% for several months.

Our successes in this category continue to be that our discipline incidents have overall decreased. African American students have shown slight decreases in Chronic Absenteeism and suspension percentage. Hispanic students saw a slight decrease in suspension percentage. This is impactful due to these two demographics are 73% of the student body.

Challenges continue in Chronic Absenteeism, the number of suspension, and the number of student suspended overall. 80% of discipline continues to be attendance related with slight increase of insubordination of staff related to defiant/disrespectful behavior. The latter incidents are confined to a small group of students reported to MTSS to provide interventions. The MTSS team incorporated Branching Minds to provide interventions and supplemental supports to students identified.

The MTSS team has been created and is composed of the multiple administrators, a student services representative, the social worker, content specialists and teacher representatives. The team meets regularly to discuss needs and monitor students going through the MTSS tiers. As such, we are working to reformat our daily schedule to include time to integrate academic tutoring, English proficiency

strategies (PACE), AVID integration, & SEL. Limited Development

How it will look when fully met:

- MTSS will be implemented with fidelity and entwined in the student matrix with all teachers working in partnership with school-based counselors, MTSS Facilitator, and support staff to meet students' SEL and academic needs. Tier 2 and Tier 3 students will receive intensive small group interventions for behavioral and/or academic needs.
- Capturing Kids' Hearts will be implemented with fidelity with 100 % of the staff utilizing a Social Contract, the 4 questions, and the EXCEL model in all classes. All administrators will use CKH discipline ladder as a primary tool with student discipline and the EXCEL model in all staff meetings.
- A decrease will be noted in student referrals, out-of-school suspensions, long-term suspensions; violent behaviors (i.e., fighting, assault), bullying, sexual harassment, sexual assault. Students with chronic violations of the CMS Code of Conduct to be assigned an adult mentor.
- All PLC's and all teachers intentionally plan more culturally relevant lessons that correlate to the North Carolina Standard Course of Study.
- Students with chronic attendance concerns will have fewer than 10 absences for the year and come to school to learn. No parents will have to be reported / prosecuted for truancy.

Steve Drye

06/10/2028

Actions

0 of 6 (0%)

7/29/24

Revise, communicate, and employ a schoolwide discipline matrix to clarify teacher vs. administrator response to student behavior depending on the infraction. Refine each quarter. Provide greater teacher autonomy and responsibility for handling routine disruptive / inappropriate behaviors employing expected communication with parents that are documented; parent-teacher conferences on-demand; use of restorative / de-escalation strategies along with culturally-responsive teaching strategies; and teacher-level consequences prior to office referrals. [Goal 3; Guardrail 2; FAM-S 30]

Joel Edde

06/30/2026

Notes: 23 May 2025:

This action step will continue through the 2025-26 school year.

AP's will continue to meet to ensure that consequences are meted out in alignment iwth the Student Code of Conduct and the East Meck Discipline Matrix. Continue to monitor write back / processing of Educators' Handbook referrals at weekly Administrative Team Meeting.

2 Behavior Modification Technicians have hired for the 25-26 to support school discipline initiatives and facilitate behavioral interventions.

The school tardy will be modified to address 1st block attendance concerns which make up the majority of school tardies.

The school cell phone policy and procedures (including provided cellphone lockboxes for all classrooms) for the 25-26 school year will be modified to decrease technology violation incidents and help manage and support classroom management and instruction.

7/29/24 Implement Capturing Kids Hearts including developing and utilizing The Social Contract in every classroom / block; employing the EXCEL Model in classes and meetings; using the 4 Questions to address behaviors; and implementing the Discipline Model to reduce time out of class and OSS incidents [Goal 3; Guardrail 2; FAM-S 31]

Steve Drye

06/30/2026

Notes: 23 May 2025:

This action step will continue through the 2025-26 school year.

CKH implemented in classroom managements, instructional PLCs, department meetings. New Process Champions were assigned in April to meet next year's implementation expectations and focuses. The efforts will focus on:

The 25-26 implmentation of CKH will focus on reinforcing the 4 questions, the Behavior Ladder, and the Big 3 including; the Social Contact, Affirmation, and Engagement.

7/29/24	<p>Address attendance concerns / chronic absenteeism through expanded social worker contacts at specified intervals; expand efforts to recover unexcused absences through one day a week of all secretaries making calls to parents as directed by attendance secretary; and conduct home visits with counselor, School Resource Officer (SRO), and Grade Level Administrator for students listed in Navigator with significant attendance issues. Create attendance plan for individual students as warranted based on absences in excess of 10 unexcused absences.</p> <p>[Guardrail 2; Goal 3- LINK: https://docs.google.com/document/d/1Qunl6lqykVQix7sa-_XMmJ1xqKJcO1e9AwFzoD21rrA/edit?usp=sharing</p>		Steve Drye	06/30/2026
<p><i>Notes:</i> 23 May 2025:</p> <p>This action step will continue into the 2025-26 school year for full implementation.</p> <p>Chronic Absenteeism continues to be a concern and is address in SS PLC meetings. East Meck dipped from 95% attendance in S1 to 92.8% in S2. Intentional focus on ML population family and student engagement will be focus for 2025-26 school year.</p>				
1/30/25	<p>Review the tardy polices of other schools and revise current tardy / lockout policy to increase students' time in class and learning with a goal of having a draft policy for a trial run in 4th quarter. link tardies to opportunity to participate in extracurricular events.</p>		Kathryn Heinen	06/30/2026
<p><i>Notes:</i> 23 May 2025</p> <p>This action step will continue into the 2025-26 school year</p> <p>After reviewing the tardy policy of other schools, East Meck's trial run has slightly decreased student tardiness. The policy will be further modified to address 1st block attendance concerns and the sequence for consequences.</p>				
8/27/25	<p>Duty Free Lunch: The NC SBE's statutory provision 115C -105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C- 301.1(a). (A 4.06)</p>		Steve Drye	06/30/2026
<p><i>Notes:</i></p>				

8/27/25 Bullying Prevention: Provide a positive school climate, under CMS regulations JICK- R, by promoting a safe learning environment free of bullying and harassing behaviors. (A 4.06)

Steve Drye

06/30/2026

Notes: