

Comprehensive Progress Report

Mission:

At Independence High School, we are committed to excellence and to addressing the social and emotional needs, as well as the instructional needs, of every student. We believe that all students can achieve and we will work with our students and families to make that happen for every student.

Vision:

Independence High School is a comprehensive neighborhood high school representing the diverse community of East Charlotte and the suburban town of Mint Hill. At Independence, students, parents and staff partner together to ensure success and high growth for all students. Our focus is on high academic achievement, effective educators, adequate resources and facilities, safe and orderly schools, freedom and flexibility, and strong parent and community connections.

Goals:

G3: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 10% in SY2024-25 to 15.1% by June 2029. (Aligns to A2.04 and B3.03 and CMS Goal 3)

G4: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 88% in SY2024-25 to 90% by June 2029. (Aligns to A4.10 and A4.16 and CMS Goal 4)

GR1: The percent of ML students scoring Grade Level Proficient on Math III End of Course assessment will increase from 39.4% in SY 2024-25 to 45% in SY 2025-26. (A4.01, B3.03, D1.02 and CMS guardrail 1)

GR2: The percent of OSS/ISS incidents will decrease from 861 incidents in SY 2024-25 to 800 incidents in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

GR3: The percentage of chronic absenteeism will reduce from 30.3% to 25% (5% decrease) 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (A1.07, A4.06 and CMS guardrail 3).

GR4: Our school will retain 95% of licensed classroom teachers through the 2025-26 academic year (C3.04 and CMS Guardrail 4)



! = 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
<i>Initial Assessment:</i>			2024-25 Narrative of Current Implementation Progress:	Limited Development 07/22/2024		

As of June 2025 we have partially met this indicator.

Our school principal and instructional leadership team, to include AP's and IF's, are visible throughout the school and in attendance during PLC meetings, specifically in our EOC courses. Some of our EOC PLC meet twice per week.

Some successes we have experienced are that we routinely review short classroom observations and student progress data like benchmark assessments for instructional trends and needed adjustments to instructional lessons based on student needs. We believe that an effective practice is driven by teacher motivation and encouragement by sharing direct evidence of their impact on student learning.

Some of the challenges we experienced this year are that in the process some teachers use deficit logic in explaining undesirable student outcomes. Additionally, we don't have consensus on resources used in instructional planning and their value.

Data related to this indicator: CMS benchmark assessments, NCESS teacher evaluation process, fall EOC test scores, Cambridge International Testing results and NC school performance grade.

Our SIP Goals that align to this indicator are:

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 8% in

SY2021-22 to 16.6% in SY2022-23 and 25.0% in SY2023-24.

and

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

As of June 2024 we have partially met this indicator as we have slight decreases in student proficiency in math I data with an overall GLP of 24.0% and 5.1% CCR. That accounts for a slight decrease of 1.1% in GLP and a 0.9% decrease in CCR. As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state.

According to the 2023-2024 Spring Insight Survey, 67% of teachers agree that conversations with evaluators after observation were focused on improving performance, while 64% agree that feedback received included specific steps to improve student outcomes.

The successes we experienced related to this indicator include positive gains in nine of the ten domains on the spring 2024 insight data survey as compared to spring of 2023. Additionally we have higher scores in each category than CMS averages.

The challenges we anticipate needing to address for the 2024-25 school year include working with the instructional facilitator team to ensure that teachers receive feedback after all classroom walkthroughs, not only formal observations by administrators.

The opportunity to address this challenge includes editing our current classroom walkthrough data collection document to include potential feedback shared so that we can edit future professional development based on instructional trends that may occur to fit the needs of teachers.

<p>How it will look when fully met:</p>	<p>Updated Vision 2025-26</p> <p>After three years of implementation the administrative and academic support team will leverage the teacher observation evaluation process to developed multiple layers of teacher support. This will ensure that discoveries made during walkthroughs and evaluations are intentionally addressed (B3.03).</p> <ol style="list-style-type: none"> 1. The principal and administrators will monitor curriculum and classroom instruction regularly (close to 40% presence in classrooms) and after calibration will provide coaching to teachers as needed. 2. We will solicit the help and feedback from outside and district core actions walkthrough feedback to incorporate into the coaching model. 3. The group will leverage school outcome data, classroom walkthrough data and evaluation data to continue making changes to pedagogy. 4. Additionally, we will design a new teacher program that addresses the deficits that new teachers may have in lesson plan design and internalizing student performance data. 5. We will consistently use the same data protocol throughout the school. 6. We will use data collected from observations and the evaluation process in creation of the master schedule 		<p>Amy Mims</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>8/20/25</p>	<p>The principal will develop a walkthrough calendar with strategic look-fors to asses curriculum implemntation and tiered interventions. (FAM-S-3)</p>		<p>Amy Mims</p>	<p>05/30/2026</p>
<p>Notes: https://docs.google.com/spreadsheets/d/1cHCGjxvOEe4s9wluZjqOT1U062tTvh2YGTygCsJUvnQ/edit?gid=0#gid=0</p>				

7/25/24	The Principal will collaborate with the leadership team to analyze data after each benchmark window to provide differentiated instruction to meet the needs on ML and EC students. (Goal 3 and Goal 4)		Amy Mims	06/30/2026
<i>Notes:</i>				

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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<i>Initial Assessment:</i>			<p>2024-25 Narrative of Current Implementation Progress:</p> <p>As of June 2025 we have partially met this indicator.</p> <p>Some successes we have experienced in this indicator include our academic MTSS focus on the grade-level core of each subject while prioritizing Math I. To meet the needs of students across all tiers, Math I uses the district curriculum while utilizing intervention plans for each unit, as well as differentiated platforms such as IXL and I-Ready.</p> <p>A challenge associated with this includes the district prohibiting the use of IXL and the lack of access to I-Ready resources for all students.</p> <p>For data related to behavioral MTSS strategies, we use Capturing Kids' Hearts as our behavioral core. Our professional school counseling department holds small groups for patterns of student behavior and hosts re-entry meetings for students with suspensions.</p> <hr/> <hr/> <hr/> <p>The SIP Goal that aligns to this indicator is: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state. Based on Branching minds and progress monitoring data, we have partially met our goal aligned to this indicator.</p>	Limited Development 07/22/2024		
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This year we enrolled 166 students in Tier 2 & 3 math I intervention and support. Of that number only 32 are not successful with core foundations of Math I (intervention day) and 89 are not successful on curriculum day as evidenced on the D/F summary report for Math I.

The successes we experienced related to this indicator include the creation of a MTSS whole child sub committee. Team members were paired with counselors and other support staff to conduct home visits and referral families to other support agencies.

The challenges we anticipate needing to address for the 2024-25 school year include ensuring that intervention time needed is allocated within the instructional block.

The opportunity that exists is to provide improved support for each tier by creating a resource list on the 2024-25 PLC document for easy access. We can also share positive MTSS data with stakeholders through weekly connect -Ed messages to inform stakeholders.

How it will look when fully met:

When this is fully implemented, communication between the school and parents/guardians will clearly communicate curricular expectations and the importance of learning beyond our school building (E1.06). Instructional teams will thoroughly review the standards which they will align objectives, assessment items, and curriculum as a regular practice and prioritize the most critical among the relevant standards. PLC's teams will work together to develop unit plans that assure that students master standards-based objectives and also provide opportunities for enhanced learning.

Amy Mims

06/30/2026

Actions

0 of 2 (0%)

7/22/24 Across all tiers, administrative leadership will analyze data related to attendance, behavior, social emotional, and academic to develop support plans for students. (FAM-S 3, guardrail 3)

MTSS TEAM

05/25/2026

Notes:

8/20/25	Instructional Team and Student Services Team will review monthly D/F reports, absenteeism reports, and GSI reports showing which courses have the highest amount of failures. These reports will be shared with PLC's to create academic supports and interventions for students. (Goal 4, Guardrail 3)		Instructional Team	06/30/2026
<i>Notes:</i>				

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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Initial Assessment:

2024-25 Narrative of Current Implementation Progress:

As of June 2025 we have partially met this indicator.

A success includes the implementation of a PLC Hub for all PLCs to create and maintain consistent expectations regarding Essential Standards planning that includes core instruction, differentiation for students' needs, and data responses. We will continue to use this model next year. Additionally, many contents have been given curriculums that meet grade level expectations.

Challenges with this model include ensuring PLC Leads prioritize the PLC Hub's update and encouraging instructional leaders to monitor the input. Another challenge related to the provided curriculums are ensuring that we are supplementing and modifying to meet the dynamics of our students.

The SIP goal that aligns to this indicator is:

The percent of high school students who score at the College and

Limited Development
07/22/2024

Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 8% in

SY2021-22 to 16.6% in SY2022-23 and 25.0% in SY2023-24.

As of June 2024 we have partially met this indicator as we have slight decreases in student proficiency in math I data with an overall GLP of 24.0% and 5.1% CCR. That accounts for a slight decrease of 1.1% in GLP and a 0.9% decrease in CCR. Our African American subgroup experienced a 3.8% gain in GLP. Additionally we also experienced gains in our biology scores of 9.2% GLP, 9.6% CCR. African American students in Biology had a 13.8% gain in GLP and 14.0% gain in CCR.

The successes we experienced related to this indicator include sharing individual projection data during math I PLC meetings and creating small groups to deliver specialized instructional to meet student needs. In our biology classrooms we had one teacher dedicated to pulling students two blocks of the day instead of teaching. Additionally she was able to create a study guide and students stayed after school to receive academic support.

The challenges we anticipate needing to address for the 2024-25 school year include finding time in the instructional schedule to provide individualized instruction based on student need and beyond what we can provide in small groups.

How it will look when fully met:

After two years of full implementation, the administrative and academic support team will have walked through all classrooms and developed multiple layers of teacher support to ensure that discoveries made during walkthroughs are strategically addressed (B3.03). Our instructional teams will meet weekly and will regularly collaborate to solve learning dilemmas, examine impact of curriculum and instructional practices and cooperatively plan and critique lessons, objectives and success criteria. All content area PLC's will work to strengthen the curriculum from learning standards, curriculum guides, and a variety of district resources that guide instruction.

Amy Mims

06/30/2026

Actions

0 of 3 (0%)

8/20/25

The administrative team & instructional team will complete calibrated walkthrough protocols of all teachers to identify coaching needs and to ensure standards aligned instruction. (Goal 2, FAM-2 29)

Instructional Team

05/30/2026

<i>Notes:</i>			
7/25/24	The administrative team will develop and execute a school-wide data analysis protocol for PLCs to analyze and review common formative assessments, benchmarks and MVPAs to improve math I biology and math 3 EOC scores. (Goal 1, FAM-2 29)	Admin Team	06/30/2026
<i>Notes:</i>			
9/24/25	Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)	Melissa LaDez Moore	06/30/2026
<i>Notes:</i>			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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

Initial Assessment:

2024-25 Narrative of Current Implementation Progress:

As of June 2025, we have partially met this indicator in relation to Wise Ways.

95% of our staff completed training on Capturing Kids Hearts curriculum to engage all school based staff in a professional learning agenda around building positive adult student relationships.

Presentations on school culture were added each month to the schoolwide faculty meeting agendas. During these meetings administrators shared best practices Strategies with staff to increase employee engagement and promote positive culture.

Some successes we have experienced are consistent staff recognition in weekly email. During monthly full staff meetings we celebrate multiple teachers in various ways like Hugs and Kisses award, Staff Member of the Month and Crystal Apple Award. Recipients are voted on by the whole school.

Some challenges we have experienced this year is that we have general compliance with creating classroom contracts however, not all classes have internalized the document as a daily practice or reflection. Consistent and frequent referral to the contract is not occurring in real time when conflicts arise. We also could provide more opportunities for students to learn more about emotional regulation.

The data related are classroom walkthroughs, teacher referrals in Educator Handbook and Capturing Kids Hearts schoolwide compliance walkthrough feedback.

Our SIP Goals that align to this indicator are:

Percent of students reporting a positive self-perception of their self-efficacy on the Fall Panorama Screener will increase from 43% in

Limited Development
07/22/2024

Grades 6-12 in

September 2021 to 50% in Grades 6-12 in September 2023.

and

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 23.3% in SY2021-22 to 18.3% in SY2022-23 and 13.3% in SY2023-24.

As of May 2024, we have partially met our goals aligned to this indicator. Due to the passing of SB-49, we were not able to administer the panorama survey to the majority of our students and do not have current data for this goal.

We have seen a decrease in the number of out of school student suspensions from 327 in the 2022-23 school year to 277 in the current school year impacting a respective 171 students from 190 students. In addition, our disproportionality is below the district goal of 23% at 17.4%. Our absenteeism rate had a slight decrease from 27.95 in 2023 to 27.09 in 2024.

The success we experienced related to this indicator include school wide policy and adherence to late arrivals during the first block instructional block. Students who arrived after the bell were placed in ISS for the block

Unless a parent came in to sign the student in. As a result we were able to

Educate parents on the impact of the missed class time and get more students in class as they did not want to accrue the ten absences.

The challenges we anticipate needing to address for the 2024-25 school year include continuing to reflect and solicit feedback from our community around current strategies to increase student attendance. Our first block lockout continues to help our numbers decrease, but many students are repeat violators. Another challenge is working with students to positively decrease the occurrences of cheating as indicated on the TWC survey, 71% of teachers agreed that this is a discipline issue in our school.

The opportunity that exists is to create a school wide training for students around using AI in creating assignments and plagiarism. In addition, we can create a tiered system for students that have infractions to decrease the negative impact on final grades on assessments.

How it will look when fully met:

After three years of full implementation, through the adoption of Capturing Kids' Hearts curriculum, we will help students be effective by fostering their own social and emotional development. Our teachers will become more capable of gauging students' emotional states, providing strategies to help students manage their emotions, and are able to determine appropriate supports and interventions to meet students' social emotional needs. We will review Panorama data routinely to determine school safety data. Additionally, we will conduct an asset mapping of community resources to determine community resources such as after school care, health/mental health center, and nonprofits that support children and families. Lastly, our paraprofessionals and other classroom staff will be included in learning how best to support all students' social-emotional competencies through professional development.

Amy Mims

06/30/2026

Actions

0 of 3 (0%)

7/22/24 School attendance team will have a monthly review first block tardy results and execute a tiered Attendance Plan to decrease our number of chronically absent students by 20% (Attendance Plan, Goal 4)

Erik Dove

05/25/2026

Notes:

7/22/24 All staff will attend Capturing Kids' Hearts training and implement Social Emotional Learning time using the curriculum practices in the classroom. (FAM-S 31 & Guardrail 3)

Melissa LaDez Moore

05/30/2026

Notes: Capturing Kids Hearts Training Log
<https://docs.google.com/spreadsheets/d/1yXHL9KjBM8VocIHhPnyuAXSiSIUFDS3-LM7GKYB02w/edit?gid=1200494658#gid=1200494658>

9/24/25 Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Tiffany Mitchell-Chaney

06/30/2026

Notes:

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4C: Engage students and families in pursuing education goals

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<p><i>Initial Assessment:</i></p>			<p>2024-25 Narrative of Current Implementation Progress:</p> <p>As of June 2025, we have successfully met this indicator.</p> <p>Some successes we have experienced this year include: 1) consistent school information sharing through quarterly newsletter, social media and several student recognition events for positive student engagement and academic achievement. We have also incorporated attendance recognition incentives. 2) Frequent offering of parent meetings face to face to collaborate with the family around students of concern to develop a treatment protocol to advance student goal achievement. 3) Routine progress report communication. 4) Teacher training during annual PD offerings to offset deficit views toward parents of poverty, language difference, or low education by showing how to recognize and build on families’ strengths.</p> <p>Challenges we experienced in relation to these steps were that we still don’t have the parent participation in the PowerSchool platform that we would like. We also did not always see a high yield in family attendance during events, training or parent conferences even after confirmation of meeting times for in person meetings. We do see higher interactions with telephone, text, and platform interfaces that offer two way communication like ParentSquare.</p> <hr/> <hr/> <hr/>	<p>Limited Development 07/22/2024</p>		

As of June 2024, we have partially met our goal aligned to this indicator. We are currently at 96% for parent contact with 1,868 students enrolled and have 1793 contactable numbers in parent square leaving only 75 families to remedy for 100%. According to the Teachers Working Conditions Survey 92.47% of teachers agree with the statement that “Teachers provide parents/guardians with useful information about student learning.”

The successes we experienced related to this indicator include the creation and circulation of a parent newsletter to showcase all of the accomplishments of students and teachers and the attendance rates at our open house (230) , and curriculum nights (120).

The challenge we anticipate needing to address for the 2024-25 school year includes how to engage more families in attaining their powerschool log in and to regularly check in with instructors on student progress.

The opportunities that exist to address these challenges in the 2024-2025 school year include building on the current success of our newly formed PTSA and to have more community events where parents and volunteers can support our school. We can work with our parent advocate to host training sessions for our multi language families on accessing Powerschool grades and parent square messaging system.

How it will look when fully met:

When this is fully implemented, communication between the school and parents/guardians will be consistent and clearly communicate curricular expectations and the importance of learning beyond our school building. We will enhance parental involvement by offering services to parents on the most vital components of voluntary expressions of family engagement, such as setting high expectations and adopting parenting styles that are associated with positive student outcomes. Second, we will see an increase in the use of PowerSchool use and in encouraging parental engagement in areas such as checking homework to increase student efficacy of those particular behaviors. Finally, we will have ongoing professional development, including practice in engaging with a variety of family contexts, to develop the necessary skills to foster effective school-home partnerships to include parent teacher conferences.

Amy Mims

06/30/2026

Actions

0 of 2 (0%)

7/25/24	Across all tiers, administration will analyze data related to attendance, behavior, social emotional, and academic to develop support plans for students. (FAM-S 3, guardrail 3)		Erik Dove	05/30/2026
<i>Notes:</i>				
8/20/25	School staff and administration will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their child's academic progress Goal 1).		All	05/30/2026
<i>Notes:</i>				