

Comprehensive Progress Report

Mission:

Myers Park aims to provide and support a diverse community to engage ALL students in cultivating the necessary skills for success in school, life and the global 21st century workplace.

Vision:

Empower each student to define and experience individual success.

Goals:

The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 7.2% in SY2024-25 to 10.7% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percentage of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 84.9% in SY2024-25 to 90% in SY2025-26. (Aligns to A4.10 and A4.16 and CMS Goal 4)

Guardrail 1: The percentage of Multilingual students scoring Grade Level Proficient (GLP) on English II End of Course assessment will increase from 20.2% in SY 2024-25 to 23% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 2: The number of suspensions(OSS/ISS) will decrease from 913 in SY 2024-25 to 775 in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3: The percentage of chronically absent students will decrease from 16.8% in SY2024-25 to 12% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 90% of licensed classroom teachers throughout the 2025-2026 school year. (Aligns to C3.04 and CMS Guardrail 4)

The percentage of Multilingual students scoring Grade Level Proficiency (GLP) on the Math I EOC will increase from 8.3% in SY2024-25 to 11% in SY2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1).

The percentage of Multilingual students scoring Grade Level Proficiency (GLP) on the Biology EOC will increase from 11.8% in SY2024-25 to 15% in SY2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1).



! = 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>		In SY2024-25, we celebrated these successes:		Limited Development 08/05/2024		

100% of comprehensive, standard and abbreviated evaluation cycles were completed on time.

3 Core Action walks (school and district) were conducted for Math 1, Math 3, English II, and Biology—feedback was provided to teachers and PLC teams to move instruction to forward.

District specialist met with Math 1, Math 3, English II, Biology for curriculum unpacking and alignment.

Weekly PLC meetings and planning to review data, plan lessons, and review material are a part of the culture.

Common Assessments completed with data reviews (2x) for Math 1, Math 3, English II, and Biology

95+% of students were tested during the winter and spring EOC window, and the ACCESS window.

2024-2025 EOY SIP Data

Goal 3:

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 14.1% in SY2023-24 to 20% in SY2024-25.

(Aligns to A2.04 and B3.03 and CMS Goal 3)

Many of the actions aligned to this indicator have been met, implementation of the Math I curriculum is in full implementation. One of the key successes that we experienced with this goal was the work of the PLC and use of the Benchmark Assessments. The alignment allowed the work to be more intentional and done with fidelity which ultimately impacts outcomes for students. Math 1 did not meet our goal of having high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) reach 7.2%. For the 2024 - 2025 school year, the unofficial results for Math 1 GLP for the 2024 - 2025 school year is 27.7%. The GLP decreased by 11.2% so we are hopeful that the CCR will increase next year. The Math 1 GLP from the 2024 - 2025 school year was 27.7% data. Which is a 11.2% data decrease from the 2023 - 2024 school year. The Math 1 CCR from the 2023 - 2024 school year was 14.1%. The unofficial results for Math 1

CCR for the 2024 - 2025 school year is 7.2%. Although Math 1 CCR decreased by 6.8%, the math curriculum was taught with fidelity. Most students who took Math 1 during the 2024 - 2025 school year were projected not proficient on the Math 1 End of Course. The top challenge is moving students from not proficient to college and career readiness (4 or 5). Based on the unofficial 2024 - 2025 Math 1 scores, there were about 33 students (7.2%) who made a 4 or 5 on the Math 1 EOC and 127 students who made growth GLP(27.7%/Level 3/4/5) . In order to reach the goal of moving more students to 4 or 5, the Math 1 PLC will continue to look over data, but also look into the 33 students who moved from NP to 4 or 5 to see what steps were taken to help move those 33 and 127 students to a 3,4 or 5. If the PLC takes a deep dive into data and the steps that help move students from NP to 4 or 5, then we should be able to use those same techniques to move more students to college and career readiness (4 or 5). The opportunities that exist are continuing to use data for core learning walks, analyzing data and aligning with strategies that yielded positive results, being intentional with leveraging staff successes and continuing to be reflective and update strategies as needed. Worth noting: in 2024, 18 Math I students met growth, and in 2025, 127 met projected growth.

Goal 4:

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 85.9% in SY2023-24 to 90% in SY2024-25.

(Aligns to A4.10 and A4.16 and CMS Goal 4)

Projected graduation rate from Navigator portal on June 9, 2025 is 83.45%.

Successes we experienced during the 2024-2025 school year included: The successes we have experienced is we have successfully implemented the Middle Years Programme (MYP) for all students and established a master schedule that accommodates credit recovery opportunities during the regular school day. Additionally, the introduction of the After School Academy has proven to be highly effective, particularly in the realm of credit recovery and providing individualized support to students. MPHS has a Graduation Counselor whose main focus is working with students at risk of not graduating. This initiative has yielded positive outcomes, contributing to our overarching goals. Furthermore, we have enhanced the success of Work Keys participation by prioritizing effective communication with

our students. Additionally, we have numerous opportunities for rising 9th grade students to visit our campus, meet teachers and participate in orientation. We provide 9th grade parent nights as well to help parents with the transition.

ACT aligned lessons designed and shared with all English II and Math I/III teachers to use as daily warm ups for the Reading and Math sections

Grammar and diagramming sentences lessons were prepared and shared with all English II teachers to prepare for the English section of ACT

39 students enrolled in optional ACT Edgenuity course (offered to all 11th and 12th graders)

Increased on campus testing participation percentage from 95% to 96.3%

Guardrail 1:

The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on English II End of Course assessment will increase from 73.7% in SY 2023-24 to 78% in SY 2024-25

(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Many of the actions aligned to this indicator have been met, implementation of the Springboard English II curriculum is in full implementation. One of the key successes that we experienced with this goal was the work of the PLC and use of the Benchmark Assessments. The alignment allowed the work to be more intentional and done with fidelity which ultimately impacts outcomes for students. For the 2024 - 2025 school year, the unofficial results for English II GLP for the 2024 - 2025 school year is 70.5% The GLP decreased by 5.5%, so we are hopeful that the CCR will increase next year. The unofficial results for English II CCR for the 2024 - 2025 school year is 48.5%. Although English II CCR decreased by 7.2%. The top challenge is moving students from not proficient to college and career readiness (4 or 5). Based on the unofficial 2024 - 2025 English II scores, the GLP for our school was 70.5% with an increase of 576 students who made a 3, 4 or 5 on the English II EOC . In order to reach the goal of moving more students to 4 or 5, the English II PLC will continue to look over data, but also look into the students who moved from NP to 4 or 5 to see what

steps were taken to help move those scores. If the PLC takes a deep dive into data and the steps that help move students from NP to 4 or 5, then we should be able to use those same techniques to move more students to college and career readiness (4 or 5). The opportunities that exist are continuing to use data for core learning walks, analyzing data and aligning with strategies that yielded positive results, being intentional with leveraging staff successes and continuing to be reflective and update strategies as needed. Worth noting: in 2024, 476 English II students met projected growth and in 2025, 576 students met projected growth; an increase of 100 students.

Guardrail 2:

The number of suspensions(OSS/ISS) will decrease from 1183 in SY 2023-24 to 1165 in SY 2024-25.

(Aligns to A1.07, A4.06 and CMS Guardrail 2)

OSS/ISS for students has decreased in the 2024-2025 school year from 1183 to 818 suspensions. Based on this, we did reach our SIP goal in this area this year. Many of the actions aligned to this indicator have been met and there were several successes. We implemented the following strategies to decrease OSS for our entire population:

Leadership Team Rosters & Roles (Slide 4)

MTSS Leadership Team Agendas

Tier 1

Ds/Fs (Example email)

Mental Health Committee Minutes

Attendance

BOY Staff Meeting & MTSS Info (Staff training)

Mustang Minutes

Capturing Kids' Heart Meeting Minutes & Plans--Process Champion

Sources of Strength (Meeting Minutes & Plans)

EOC PLC Meeting Minutes

Math I

Math III

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Tier 2

MTSS Groups (Includes: D/F Tutoring for Freshmen, CIS groups, counseling groups, Mustang Matters, iReady Math Tier 2, Credit Recovery)

English IV Senior Failures

83% of students on a tiered plan have successfully passed English IV

Attendance

Per Student Support Services' Suicide Assessment data from 23/24 SY - 24/25 SY::

57% decrease in suicidal ideations

61% decrease in high-risk assessments

ML

27 students who have exited ML services

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MTSS Groups (Includes: SBMH, Billmire's caseload, iReady Math Tier 3, district support)

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Guardrail 3:

100% of classroom teachers will implement Capturing Kids Hearts with fidelity.

(Aligns to A1.07, A4.06 and CMS Guardrail 3)

Capturing Kids' Heart Process Champions (Meeting and plans)

More than 80% of staff trained (100% will be trained as of August 2025).

Per Student Support Services' Suicide Assessment data from 23/24 SY - 24/25 SY::

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Guardrail 4:

The school will retain 90% of licensed classroom teachers throughout the 2024-25.

(Aligns to C3.04 and CMS Guardrail 4)

Myers Park High School employs 186 teachers. We have retained 90.3% of licensed teachers this school year(2024-2025).

9 staff members are retiring

2 staff are moving to another CMS school

3 staff members are leaving the state

2 staff members resigned from the district

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>Mr. Folk, the principal, monitors the instructional team's work to ensure that all observations are being completed. He ensures that the instructional team is monitoring teachers closely, modeling good teaching practices, and are highly visible throughout the school. The instructional team is building leadership capacity, achieving learning goals, and improving instruction. Mr. Folk monitors curriculum and classroom instruction regularly. The team will use My Talent, Navigator Portal, Assessment Data, Incident Data, and evaluation/walkthrough data to monitor instructional work and plan next coaching moves. Differentiated walkthrough forms for specific content, and for beginning teachers are developed and used regularly. An observation schedule is developed to ensure equity in the number of observations by each administrator, and to provide continuity for departments and their assigned administrators. Department chairs on ILC serve as a distributed leadership point to disseminate information and ensure the smooth running of departments.</p>		<p>Robert Folk</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
	<p>8/14/24 The Instructional leadership team will meet with Department and Instructional Leaders (ILC) to share curriculum, testing, and instructional updates via distributed responsibilities. provide timely, honest and supportive feedback on the district approved curriculum and best instructional practices in order for staff to improve teacher performance. (Aligns to All goals and FAM-S 3)</p>		<p>Robert Folk</p>	<p>06/09/2026</p>

Notes: 9.25.25 Use the Capacities of the CMS teacher tool during observations and Core Action Walks regarding the alignment of instruction that includes evidence of Core Actions and implementation of the district-approved curriculum.

3 Core Action walks (school and district) were conducted for Math 1, Math 3, English II, and Biology—feedback was provided to teachers and PLC teams.

District specialist meetings with Math 1, Math 3, English II, Biology for curriculum and alignment.

Weekly PLC meetings and planning to review data, plan lessons, and review material.

Common Assessments completed with data reviews (2x) for Math 1, Math 3, English II, and Biology

8/20/25 Provide timely and targeted feedback to staff using observations and informal classroom visits focusing on the district-approved curriculum and best instructional practices.(Aligns to All goals and FAM-S 3)

Allyson Davis

06/10/2026

Notes:

Implementation:

08/18/2025

Evidence

6/10/2025
95% of Staff Observations and Summative were completed by June 11, 2025.

Experience

6/10/2025
The administrative team improved with their timing and providing feedback to align with the curriculum.

Sustainability

6/10/2025
The admin team met weekly and discussed observation updates on a weekly basis.

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:

MPHS is implementing Mustang Minutes on a daily basis where SEL, Tutoring for students with Ds and Fs takes place and students work on work for classes takes place. MPHS implements Mustang Matters, the after school program is serving 80 students, we are in the first phase of implementing Capturing Kids Heart and Sources Of Strength. Mrs. Dillard is Continuing to work with seniors and freshman with attendance violators.

2024-2025 EOY SIP Data

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Limited Development
08/06/2024

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57% decrease in suicidal ideations

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Index Score: 6

How it will look when fully met:

When fully implemented, stakeholders will understand the purpose of the MTSS process, and be prepared to implement tiered instruction. Staff will use data to make instructional decisions, and monitor that data in order to adjust instruction or shift focus and set new goals. Staff will internalize the universal behavior matrix and social contract and implement the expectations in their classrooms. Capturing Kids' Hearts language and practices will be used to support the universal expectations. Sources of Strength will provide leadership and support to students on campus. Credit Recovery completion rates, incident data, MTSS meeting minutes, and attendance data will be used to assess completion of this objective.

Jennifer Bonack

06/10/2026

Actions

0 of 2 (0%)

8/6/24	Administrative team and support staff will focus on teaming structures that facilitate the implementation of a multi-tiered system of support for attendance, academics, behavior, and social emotional supports for all students. (Goal 3, Goal 4, Guardrail 2 and 4)		Administrative Team	06/10/2026
Notes: https://docs.google.com/document/d/1EiNglDZL4TlgexcbBCB-mM5ZjRWZyQ4jWPNRlieYbM/edit?usp=drive_link				
8/14/24	Administrative team and support staff will integrate academic and behavioral support systems to build the capacity of the staff to implement and sustain a multitiered System of Support for all students by providing professional development, coaching, use of universal screening, core and intervention systems(Goal 3, Goal 4, Guardrail 2 and 4)		Jennifer Bonack	06/10/2026
Notes: https://docs.google.com/document/d/1EiNglDZL4TlgexcbBCB-mM5ZjRWZyQ4jWPNRlieYbM/edit?usp=drive_link				
Implementation:		06/10/2025		
Evidence	<p>6/10/2025 EOY Data:</p> <p>Leadership Team Rosters & Roles (Slide 4) MTSS Leadership Team Agendas</p> <p>Tier 1 Ds/Fs (Example email) Mental Health Committee Minutes Attendance BOY Staff Meeting & MTSS Info (Staff training) Mustang Minutes Capturing Kids' Heart Meeting Minutes & Plans--Process Champion Sources of Strength (Meeting Minutes & Plans) EOC PLC Meeting Minutes Math I Math III English II Biology</p> <p>Tier 2 MTSS Groups (Includes: D/F Tutoring for Freshmen, CIS groups, counseling groups, Mustang Matters, iReady Math Tier 2, Credit Recovery)</p>			

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Experience

6/10/2025
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6/10/2025
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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
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<i>Initial Assessment:</i>	PLC roles were established within the English II, Biology, Math I and Math 3 PLCs. As a result, 100% of Instructional teams and PLC collaborate to develop standards-aligned instructional units. These standards-aligned units of instruction should include learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues. Special education and ELL teachers will be included on instructional teams to ensure that the standards-aligned instructional units address the needs of all learners.	Limited Development 08/05/2024		
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2024-2025 EOY SIP Data

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The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 14.1% in SY2023-24 to 20% in SY2024-25.

(Aligns to A2.04 and B3.03 and CMS Goal 3)

Many of the actions aligned to this indicator have been met, implementation of the Math I curriculum is in full implementation. One of the key successes that we experienced with this goal was the work of the PLC and use of the Benchmark Assessments. The alignment allowed the work to be more intentional and done with fidelity which ultimately impacts outcomes for students. Math 1 did not meet our goal of having high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) reach 7.2%. For the 2024 - 2025 school year, the unofficial results for Math 1 GLP for the 2024 - 2025 school year is 27.7%. The GLP decreased by 11.2% so we are hopeful that the CCR will increase next year. The Math 1 GLP from the 2024 - 2025 school year was 27.7% data. Which is a 11.2% data decrease from the 2023 - 2024 school year. The Math 1 CCR from the 2023 - 2024 school year was 14.1%. The unofficial results for Math 1 CCR for the 2024 - 2025 school year is 7.2%. Although Math 1 CCR decreased by 6.8%, the math curriculum was taught with fidelity. Most students who took Math 1 during the 2024 - 2025 school year were projected not proficient on the Math 1 End of Course. The top challenge is moving students from not proficient to college and career readiness (4 or 5). Based on the unofficial 2024 - 2025 Math 1 scores, there were about 33 students (7.2%) who made a 4 or 5 on the Math 1 EOC and 127 students who made growth GLP(27.7%/Level 3/4/5) . In order to reach the goal of moving more students to 4 or 5, the Math 1 PLC will continue to look over data, but also look into the 33 students who moved from NP to 4 or 5 to see what steps were taken to help move those 33 and 127 students to a 3,4 or 5. If the PLC takes a deep dive into data and the steps that help move students from NP to 4 or 5, then we should be able to use those same techniques to move more

students to college and career readiness (4 or 5). The opportunities that exist are continuing to use data for core learning walks, analyzing data and aligning with strategies that yielded positive results, being intentional with leveraging staff successes and continuing to be reflective and update strategies as needed. Worth noting: in 2024, 18 Math I students met growth, and in 2025, 127 met projected growth.

Goal 4:

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 85.9% in SY2023-24 to 90% in SY2024-25.

(Aligns to A4.10 and A4.16 and CMS Goal 4)

Projected graduation rate from Navigator portal on June 9, 2025 is 83.45%.

Successes we experienced during the 2024-2025 school year included: The successes we have experienced is we have successfully implemented the Middle Years Programme (MYP) for all students and established a master schedule that accommodates credit recovery opportunities during the regular school day. Additionally, the introduction of the After School Academy has proven to be highly effective, particularly in the realm of credit recovery and providing individualized support to students. MPHS has a Graduation Counselor whose main focus is working with students at risk of not graduating. This initiative has yielded positive outcomes, contributing to our overarching goals. Furthermore, we have enhanced the success of Work Keys participation by prioritizing effective communication with our students. Additionally, we have numerous opportunities for rising 9th grade students to visit our campus, meet teachers and participate in orientation. We provide 9th grade parent nights as well to help parents with the transition.

ACT aligned lessons designed and shared with all English II and Math I/III teachers to use as daily warm ups for the Reading and Math sections

Grammar and diagramming sentences lessons were prepared and shared with all English II teachers to prepare for the English section of ACT

39 students enrolled in optional ACT Edgenuity course (offered to all 11th and 12th graders)

Increased on campus testing participation percentage from 95% to 96.3%

Guardrail 1:

The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on English II End of Course assessment will increase from 73.7% in SY 2023-24 to 78% in SY 2024-25

(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Many of the actions aligned to this indicator have been met, implementation of the Springboard English II curriculum is in full implementation. One of the key successes that we experienced with this goal was the work of the PLC and use of the Benchmark Assessments. The alignment allowed the work to be more intentional and done with fidelity which ultimately impacts outcomes for students. For the 2024 - 2025 school year, the unofficial results for English II GLP for the 2024 - 2025 school year is 70.5% The GLP decreased by 5.5%, so we are hopeful that the CCR will increase next year. The unofficial results for English II CCR for the 2024 - 2025 school year is 48.5%. Although English II CCR decreased by 7.2%. The top challenge is moving students from not proficient to college and career readiness (4 or 5). Based on the unofficial 2024 - 2025 English II scores, the GLP for our school was 70.5% with an increase of 576 students who made a 3, 4 or 5 on the English II EOC . In order to reach the goal of moving more students to 4 or 5, the English II PLC will continue to look over data, but also look into the students who moved from NP to 4 or 5 to see what steps were taken to help move those scores. If the PLC takes a deep dive into data and the steps that help move students from NP to 4 or 5, then we should be able to use those same techniques to move more students to college and career readiness (4 or 5). The opportunities that exist are continuing to use data for core learning walks, analyzing data and aligning with strategies that yielded positive results, being intentional with leveraging staff successes and continuing to be reflective and update strategies as needed. Worth noting: in 2024, 476 English II students met projected growth and in 2025, 576 students met projected growth; an increase of 100 students.

Guardrail 2:

The number of suspensions(OSS/ISS) will decrease from 1183 in SY 2023-24 to 1165 in SY 2024-25.

(Aligns to A1.07, A4.06 and CMS Guardrail 2)

OSS/ISS for students has decreased in the 2024-2025 school year from 1183 to 818 suspensions. Based on this, we did reach our SIP goal in this area this year. Many of the actions aligned to this indicator have been met and there were several successes. We implemented the following strategies to decrease OSS for our entire population:

Leadership Team Rosters & Roles (Slide 4)

MTSS Leadership Team Agendas

Tier 1

Ds/Fs (Example email)

Mental Health Committee Minutes

Attendance

BOY Staff Meeting & MTSS Info (Staff training)

Mustang Minutes

Capturing Kids' Heart Meeting Minutes & Plans--Process Champion

Sources of Strength (Meeting Minutes & Plans)

EOC PLC Meeting Minutes

Math I

Math III

English II

Biology

Tier 2

MTSS Groups (Includes: D/F Tutoring for Freshmen, CIS groups, counseling groups, Mustang Matters, iReady Math Tier 2, Credit Recovery)

English IV Senior Failures

83% of students on a tiered plan have successfully passed English IV

Attendance

Per Student Support Services' Suicide Assessment data from 23/24 SY - 24/25 SY::

57% decrease in suicidal ideations

61% decrease in high-risk assessments

ML

27 students who have exited ML services

Tier 3

MTSS Groups (Includes: SBMH, Billmire's caseload, iReady Math Tier 3, district support)

Attendance

English IV Senior Failures

83% of students on a tiered plan have successfully passed English IV

Per Student Support Services' Suicide Assessment data from 23/24 SY - 24/25 SY::

57% decrease in suicidal ideations

61% decrease in high-risk assessments

Guardrail 3:

100% of classroom teachers will implement Capturing Kids Hearts with fidelity.

(Aligns to A1.07, A4.06 and CMS Guardrail 3)

Capturing Kids' Heart Process Champions (Meeting and plans)

More than 80% of staff trained (100% will be trained as of August 2025).

Per Student Support Services' Suicide Assessment data from 23/24 SY - 24/25 SY::

57% decrease in suicidal ideations

61% decrease in high-risk assessments

Guardrail 4:

The school will retain 90% of licensed classroom teachers throughout the 2024-25.

(Aligns to C3.04 and CMS Guardrail 4)

Guardrail 4:

The school will retain 90% of licensed classroom teachers throughout the 2024-25.

(Aligns to C3.04 and CMS Guardrail 4)

Myers Park High School employs 186 teachers. We have retained 90.3% of licensed teachers this school year(2024-2025).

9 staff members are retiring

2 staff are moving to another CMS school

3 staff members are leaving the state

2 staff members resigned from the district

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:	When this objective is fully met, teacher-led PLCs are high functioning and instruction focused. Teachers meet regularly to discuss past and upcoming instruction, align instruction to common assessments and standards, and review data to plan for re-engagement and retesting. PLC agenda minutes reflect norms, topics for discussion, and assigned responsibilities for all PLC members. The administrators who oversee Math I, Math III, English II and Biology are regular attendees and participating members of the PLC. Teacher Leaders provide instructional guidance and leadership. 100% of EOC PLCs will meet regularly. Content PLCs based on courses taught meet weekly, with periodic administrative support. PLC agendas reflect norms, tasks/topics discussed, data used, and assignments and responsibilities for each member. Participation is at 100%.		Robert Folk	06/30/2026
Actions		0 of 3 (0%)		
8/22/25	Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.(A2.04)		Allyson Davis	10/31/2025
<i>Notes:</i>				
8/22/25	The Math Administrator, Math I PLC (EIT4) lead, and Math III PLC lead will conduct alignment walkthroughs quarterly to ensure that the Math I and Math III PLC Teachers are in alignment and implementing the curriculum. (Aligns to A2.04 and B3.03 and CMS Goal 3)		Majid Powell	06/10/2026
<i>Notes:</i> The Core Action Walkthrough form will be used to document progress and areas of growth in Math I and Math III.				
8/5/24	All content area Professional Learning Communities meet regularly and communicate weekly, to implement the instructional planning approach. PLCs will align curriculum standards to design Units of Study and common assessments in each content area utilizing MVPA benchmark data and district created common assessments to identify strengths, areas of growth, and plan re=engagement activities to increase student performance in Biology, Math I, Math 3, and English II. (Goal 3, Goal 4, Guardrail 1 and 4)		Content Area Administrators	06/10/2026

Notes: 2/11/25

<https://docs.google.com/document/d/1md7rtiq-Vsa-sScjtmhhuubMvSk3iVpebLTr1SdPMKc/edit?usp=sharing>

EOY Data:
EOC PLC Meetings:
Math I
Math III
English II
Biology
Met weekly.

<https://docs.google.com/document/d/1JBFwxVKxdo8W2u-tpyOCZN7XGECH0xc3gjJ5lyHHU5w/edit?usp=sharing>

The administrative team and department chairs will develop a calibrated walkthrough document to guide monthly walkthroughs for all teachers and provide feedback that identifies coaching needs, improve teaching strategies, data analysis, curriculum planning and ensure standards aligned instruction. (Guardrail 4, Goal 3, Goal 4). Specific feedback will be provided to individual teachers based on content best practices

Implementation:		06/10/2025		
Evidence	6/10/2025 https://docs.google.com/document/d/1JBFwxVKxdo8W2u-tpyOCZN7XGECH0xc3gjJ5lyHHU5w/edit?usp=sharing			
Experience	6/10/2025 All PLCs met weekly.			
Sustainability	6/10/2025 All PLCs will continue their work in the 2025-2026 school year.			

Effective Practice:	Practice 3C: Remove barriers and provide opportunities
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KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<p>All students remain on track to graduate alongside their respective cohorts. Students are provided with the necessary resources and opportunities to transition smoothly from one academic level to another, embracing the challenges of rigor and productive struggle. To support our students a comprehensive system of resources designed to offer them the assistance they need throughout their academic journey. Additionally, our senior students, are equipped with a clear post-graduation plan and the requisite skills to successfully execute these plans. All students are empowered with the tools, guidance, and support required to excel academically, make informed choices about their future, and embark on their post-graduation pathways with confidence and purpose.</p> <p>The percentage of MPHS graduates earning a state high school endorsement will increase from 85.9% in June 2024 to 80% by June 2025. The freshman Success Team will create incentives to improve 9th-grade attendance and increase positive behaviors and course grades to ensure that 9th-grade students stay in their graduation cohort. A graduation coach has been hired to build the capacity around ensuring 9th graders transition to high school successfully and consistently receive the support they need in the high school environment.</p> <p>An ACT curriculum will be developed and implemented during 10th and 11th-grade homerooms. All students will benefit from the skills and knowledge from these courses will give the students a well-rounded education that they will use in any career. These courses will also help you prepare for the ACT test. ACT has consistently found that students who take the recommended core curriculum are more likely to be ready for college or a career.</p> <p>2024-2025 EOY SIP Data:</p> <p>Goal 3:</p> <p>The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 14.1% in SY2023-24 to 20% in</p>	Limited Development 09/26/2022		
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SY2024-25.

(Aligns to A2.04 and B3.03 and CMS Goal 3)

Many of the actions aligned to this indicator have been met, implementation of the Math I curriculum is in full implementation. One of the key successes that we experienced with this goal was the work of the PLC and use of the Benchmark Assessments. The alignment allowed the work to be more intentional and done with fidelity which ultimately impacts outcomes for students. Math 1 did not meet our goal of having high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) reach 7.2%. For the 2024 - 2025 school year, the unofficial results for Math 1 GLP for the 2024 - 2025 school year is 27.7%. The GLP decreased by 11.2% so we are hopeful that the CCR will increase next year. The Math 1 GLP from the 2024 - 2025 school year was 27.7% data. Which is a 11.2% data decrease from the 2023 - 2024 school year. The Math 1 CCR from the 2023 - 2024 school year was 14.1%. The unofficial results for Math 1 CCR for the 2024 - 2025 school year is 7.2%. Although Math 1 CCR decreased by 6.8%, the math curriculum was taught with fidelity. Most students who took Math 1 during the 2024 - 2025 school year were projected not proficient on the Math 1 End of Course. The top challenge is moving students from not proficient to college and career readiness (4 or 5). Based on the unofficial 2024 - 2025 Math 1 scores, there were about 33 students (7.2%) who made a 4 or 5 on the Math 1 EOC and 127 students who made growth GLP(27.7%/Level 3/4/5) . In order to reach the goal of moving more students to 4 or 5, the Math 1 PLC will continue to look over data, but also look into the 33 students who moved from NP to 4 or 5 to see what steps were taken to help move those 33 and 127 students to a 3,4 or 5. If the PLC takes a deep dive into data and the steps that help move students from NP to 4 or 5, then we should be able to use those same techniques to move more students to college and career readiness (4 or 5). The opportunities that exist are continuing to use data for core learning walks, analyzing data and aligning with strategies that yielded positive results, being intentional with leveraging staff successes and continuing to be reflective and update strategies as needed. Worth noting: in 2024, 18 Math I students met growth, and in 2025, 127 met projected growth.

Goal 4:

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 85.9% in SY2023-24 to 90% in SY2024-25.

(Aligns to A4.10 and A4.16 and CMS Goal 4)

Projected graduation rate from Navigator portal on June 9, 2025 is 83.45%.

Successes we experienced during the 2024-2025 school year included: The successes we have experienced is we have successfully implemented the Middle Years Programme (MYP) for all students and established a master schedule that accommodates credit recovery opportunities during the regular school day. Additionally, the introduction of the After School Academy has proven to be highly effective, particularly in the realm of credit recovery and providing individualized support to students. MPHS has a Graduation Counselor whose main focus is working with students at risk of not graduating. This initiative has yielded positive outcomes, contributing to our overarching goals. Furthermore, we have enhanced the success of Work Keys participation by prioritizing effective communication with our students. Additionally, we have numerous opportunities for rising 9th grade students to visit our campus, meet teachers and participate in orientation. We provide 9th grade parent nights as well to help parents with the transition.

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39 students enrolled in optional ACT Edgenuity course (offered to all 11th and 12th graders)

Increased on campus testing participation percentage from 95% to 96.3%

Guardrail 2:

The number of suspensions(OSS/ISS) will decrease from 1183 in SY 2023-24 to 1165 in SY 2024-25.

(Aligns to A1.07, A4.06 and CMS Guardrail 2)

OSS/ISS for students has decreased in the 2024-2025 school year from 1183 to 818 suspensions. Based on this, we did reach our SIP goal in

this area this year. Many of the actions aligned to this indicator have been met and there were several successes. We implemented the following strategies to decrease OSS for our entire population:

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Tier 1

Ds/Fs (Example email)

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Attendance

BOY Staff Meeting & MTSS Info (Staff training)

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Capturing Kids' Heart Meeting Minutes & Plans--Process Champion

Sources of Strength (Meeting Minutes & Plans)

EOC PLC Meeting Minutes

Math I

Math III

English II

Biology

Tier 2

MTSS Groups (Includes: D/F Tutoring for Freshmen, CIS groups, counseling groups, Mustang Matters, iReady Math Tier 2, Credit Recovery)

English IV Senior Failures

83% of students on a tiered plan have successfully passed English IV

Attendance

Per Student Support Services' Suicide Assessment data from 23/24 SY - 24/25 SY::

57% decrease in suicidal ideations

61% decrease in high-risk assessments

ML

27 students who have exited ML services

Tier 3

MTSS Groups (Includes: SBMH, Billmire's caseload, iReady Math Tier 3, district support)

Attendance

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(Aligns to A1.07, A4.06 and CMS Guardrail 3)

Capturing Kids' Heart Process Champions (Meeting and plans)

More than 80% of staff trained (100% will be trained as of August 2025).

Per Student Support Services' Suicide Assessment data from 23/24 SY - 24/25 SY::

57% decrease in suicidal ideations

61% decrease in high-risk assessments

Overview

The 2024-2025 academic year has been exceptional for our Career and

Technical Education (CTE) programs, achieving a 96% rate of students who completed a Pathway and the WorkKeys exam. This marks a 43% increase from the 2022-2023 academic year and a 15% increase from the 2023-2024 academic year, showcasing our commitment to student success.

WorkKeys Assessment Success

We are proud to report that 96.1% of students completed the WorkKeys assessment, with a significant rise in proficiency levels, increasing from 83 to 119 students scoring at proficient levels. This demonstrates our effectiveness in preparing students for their future careers.

Strategic Focus Moving Forward

We are enhancing our CTE offerings by promoting the value of credentialing and ensuring students complete their pathways within a school year. Our holistic approach aims to equip students with essential skills for post-secondary opportunities. To increase enrollment and completers for our upcoming year while building on our successes, we are implementing the following strategies:

Registration Process: Our updated registration process will emphasize completing pathways within a school year to increase completers.

CTE Support Staff Approval: We recommend that students obtain approval from CTE support staff before dropping a course to reduce course drops and keep students on track.

Conclusion

The progress made in our CTE programs this year reflects the dedication of our educators and students. By continuing to focus on engagement and support, we are confident in maintaining this positive momentum and further enhancing our CTE pathways.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>All students remain on track to graduate alongside their respective cohorts. Students are provided with the necessary resources and opportunities to transition smoothly from one academic level to another, embracing the challenges of rigor and productive struggle. To support our students a comprehensive system of resources designed to offer them the assistance they need throughout their academic journey. Additionally, our senior students, are equipped with a clear post-graduation plan and the requisite skills to successfully execute these plans. All students are empowered with the tools, guidance, and support required to excel academically, make informed choices about their future, and embark on their post-graduation pathways with confidence and purpose. The graduation rate for Myers Park will rise to 90% of students in cohort. The juniors taking the ACT during the on-campus administration perform better than last year, after utilizing district and school created resources for spiral review.</p>		<p>Robert Folk</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/26/22</p>	<p>Increase the number of students taking CTE courses and becoming pathway completers and completing the Work keys assessment. (Goal 4)</p>		<p>CTE Administrator and Facilitators</p>	<p>06/10/2026</p>
<p><i>Notes:</i> 2/13/25 Currently, for the 2024-2025 academic year, 81% of students have completed the WorkKeys assessment, reflecting a significant 29% increase since the 2022-2023 academic year. Our action steps remain focused on achieving a 90% or higher completion rate by the end of this academic year.</p> <p>To support this goal further and increase the number of CTE pathway completers, we have revamped the General Management pathway by introducing new, more engaging courses. Additionally, we are collaborating strategically with our Accountability Coordinator to identify opportunities and implement targeted strategies to ensure a continued increase in the percentage of students completing the WorkKeys assessment as well as meeting pathway completion requirements.</p> <p>6-10-25 Overview The 2024-2025 academic year has been exceptional for our Career and Technical Education (CTE) programs, achieving a 96% rate of students who completed a Pathway and the WorkKeys exam. This marks a 43% increase from the 2022-2023 academic year and a 15% increase from</p>				

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CTE Support Staff Approval: We recommend that students obtain approval from CTE support staff before dropping a course to reduce course drops and keep students on track.

Conclusion

The progress made in our CTE programs this year reflects the dedication of our educators and students. By continuing to focus on engagement and support, we are confident in maintaining this positive momentum and further enhancing our CTE pathways.

9/12/23 MPHS administration will continue to facilitate and support a freshman transition process that provides targeted support and monitoring for 9th graders (Goal 3, Goal 4, Guardrail 2 and 3)

Courtney
Armstrong/Majid
Powell

06/10/2026

Notes: 8/27/25 9th Grade meeting focused on graduation requirements and behavioral expectations.

DATA AS OF 1.21.2025

% of students with 70 higher in ALL classes 11%

% of students passing 75% or more of classes 44%

Courses where D/Fs trending English, EPF, Earth and Environmental

9/15/25 Implement targeted PACE lab to provide support to 9th/10th graders to remain in cohort for graduation (Goal 2, Goal 4, Guardrail 1)

Jennifer Bonack

06/10/2026

Notes: Monitor credit recovery courses and student grades to determine progress and next steps.

Implementation:		06/10/2025		
Evidence	<p>6/19/2024</p> <p>Overview The 2024-2025 academic year has been exceptional for our Career and Technical Education (CTE) programs, achieving a 96% rate of students who completed a Pathway and the WorkKeys exam. This marks a 43% increase from the 2022-2023 academic year and a 15% increase from the 2023-2024 academic year, showcasing our commitment to student success.</p> <p>WorkKeys Assessment Success We are proud to report that 96.1% of students completed the WorkKeys assessment, with a significant rise in proficiency levels, increasing from 83 to 119 students scoring at proficient levels. This demonstrates our effectiveness in preparing students for their future careers.</p> <p>Strategic Focus Moving Forward We are enhancing our CTE offerings by promoting the value of credentialing and ensuring students complete their pathways within a school year. Our holistic approach aims to equip students with essential skills for post-secondary opportunities. To increase enrollment and completers for our upcoming year while building on our successes, we are implementing the following strategies: Registration Process: Our updated registration process will emphasize completing pathways within a school year to increase completers. CTE Support Staff Approval: We recommend that students obtain approval from CTE support staff before dropping a course to reduce course drops and keep students on track.</p> <p>Conclusion The progress made in our CTE programs this year reflects the dedication of our educators and students. By continuing to focus on engagement and support, we are confident in maintaining this positive momentum and further enhancing our CTE pathways.</p>			
Experience	6/19/2024			

Sustainability	<p>6/19/2024</p> <p>Strategic Focus Moving Forward</p> <p>We are enhancing our CTE offerings by promoting the value of credentialing and ensuring students complete their pathways within a school year. Our holistic approach aims to equip students with essential skills for post-secondary opportunities. To increase enrollment and completers for our upcoming year while building on our successes, we are implementing the following strategies:</p> <p>Registration Process: Our updated registration process will emphasize completing pathways within a school year to increase completers.</p> <p>CTE Support Staff Approval: We recommend that students obtain approval from CTE support staff before dropping a course to reduce course drops and keep students on track.</p>			
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Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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	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

Initial Assessment:

The following data points show the progress we have made for this indicator:

According to the TWCS, 50.86% of staff agree and 47.41% strongly agree that the school encourages parent involvement, 60.34% agree and 30.17% strongly that parents/guardians know what is going on in school, and 58.62% agree and 31.90% strongly agree that parents/guardians support teachers, contributing to their success with students.

Throughout the 23-24 school year, 195 Connect Ed messages were sent to families, 88 posts on Parent Square, and 10, 037 direct messages amongst families and teachers were noted.

Successes during the 2023-2024 school year included; Mental Health Committee planned events - Pet therapy, Mental Health speakers during lunch, use of the Wellness Center

Mental health committee and subcommittee have been formed to support campus and community wellness efforts (Tier 1):

Panorama data has been combed through to determine areas of concern.

Wellness Wednesday and Freestyle Friday events in the quad and in the Wellness Center where students have the opportunity to participate in activities that help students feel a sense of engagement and belonging (i.e. Bark in the Park, Graffiti and Gratitude, etc.)

We started Focus groups on February 22nd of approximately 30-50 students.

Approximately 150 students were identified to participate in our school's Sources of Strength club. Approximately 90 of these students have become peer leaders by engaging in a half day training and planning campaigns to advocate for mental and emotional wellness.

We have identified 20 staff advisors to serve as supervisors for SoS peer leaders. These advisers also received training and attended the training with students.

Throughout the year we have counselor groups for anxiety, organization, etc. The Wellness Center is open to students daily and the counselors are available during that time.

Limited Development
08/06/2024

There have been two Mental Health presentations provided during lunch for the students and one at night.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

During the 2024-2025 school year, we will have the following opportunities; All staff will utilize communication tools (Parent Square, Remind, etc.) to increase two-way communication between all stakeholders. The principal will engage all stakeholders in student learning and development by implementing an infrastructure to support the school's goals for family and community involvement. The SLT created, implemented and analyzed a Parent Survey. The survey data was used in order for school leaders and teachers to enhance the efficacy of parental involvement at MPHS.

Goal 3:

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 14.1% in SY2023-24 to 20% in SY2024-25.

(Aligns to A2.04 and B3.03 and CMS Goal 3)

Many of the actions aligned to this indicator have been met, implementation of the Math I curriculum is in full implementation. One of the key successes that we experienced with this goal was the work of the PLC and use of the Benchmark Assessments. The alignment allowed the work to be more intentional and done with fidelity which ultimately impacts outcomes for students. Math 1 did not meet our goal of having high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) reach 7.2%. For the 2024 - 2025 school year, the unofficial results for Math 1 GLP for the 2024 - 2025 school year is 27.7%. The GLP decreased by 11.2% so we are hopeful that the CCR will increase next year. The Math 1 GLP from the 2024 - 2025 school year was 27.7% data. Which is a 11.2% data decrease from the 2023 - 2024 school year. The Math 1 CCR from the 2023 - 2024 school year was 14.1%. The unofficial results for Math 1

Robert Folk

06/09/2026

CCR for the 2024 - 2025 school year is 7.2%. Although Math 1 CCR decreased by 6.8%, the math curriculum was taught with fidelity. Most students who took Math 1 during the 2024 - 2025 school year were projected not proficient on the Math 1 End of Course. The top challenge is moving students from not proficient to college and career readiness (4 or 5). Based on the unofficial 2024 - 2025 Math 1 scores, there were about 33 students (7.2%) who made a 4 or 5 on the Math 1 EOC and 127 students who made growth GLP(27.7%/Level 3/4/5) . In order to reach the goal of moving more students to 4 or 5, the Math 1 PLC will continue to look over data, but also look into the 33 students who moved from NP to 4 or 5 to see what steps were taken to help move those 33 and 127 students to a 3,4 or 5. If the PLC takes a deep dive into data and the steps that help move students from NP to 4 or 5, then we should be able to use those same techniques to move more students to college and career readiness (4 or 5). The opportunities that exist are continuing to use data for core learning walks, analyzing data and aligning with strategies that yielded positive results, being intentional with leveraging staff successes and continuing to be reflective and update strategies as needed. Worth noting: in 2024, 18 Math I students met growth, and in 2025, 127 met projected growth.

Goal 4:

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 85.9% in SY2023-24 to 90% in SY2024-25.

(Aligns to A4.10 and A4.16 and CMS Goal 4)

Projected graduation rate from Navigator portal on June 9, 2025 is 83.45%.

Successes we experienced during the 2024-2025 school year included: The successes we have experienced is we have successfully implemented the Middle Years Programme (MYP) for all students and established a master schedule that accommodates credit recovery opportunities during the regular school day. Additionally, the introduction of the After School Academy has proven to be highly effective, particularly in the realm of credit recovery and providing individualized support to students. MPHS has a Graduation Counselor whose main focus is working with students at risk of not graduating. This initiative has yielded positive outcomes, contributing to our overarching goals. Furthermore, we have enhanced the success of Work Keys participation by prioritizing effective communication with

our students. Additionally, we have numerous opportunities for rising 9th grade students to visit our campus, meet teachers and participate in orientation. We provide 9th grade parent nights as well to help parents with the transition.

ACT aligned lessons designed and shared with all English II and Math I/III teachers to use as daily warm ups for the Reading and Math sections

Grammar and diagramming sentences lessons were prepared and shared with all English II teachers to prepare for the English section of ACT

39 students enrolled in optional ACT Edgenuity course (offered to all 11th and 12th graders)

Increased on campus testing participation percentage from 95% to 96.3%

Guardrail 3 100% of classroom teachers will implement Capturing Kids Hearts with fidelity.

(Aligns to A1.07, A4.06 and CMS Guardrail 3)

Capturing Kids' Heart Process Champions (Meeting and plans)

More than 80% of staff trained (100% will be trained as of August 2025).

Per Student Support Services' Suicide Assessment data from 23/24 SY - 24/25 SY::

57% decrease in suicidal ideations

61% decrease in high-risk assessments

Guardrail 4:

The school will retain 90% of licensed classroom teachers throughout the 2024-25.

(Aligns to C3.04 and CMS Guardrail 4)

Actions

0 of 2 (0%)

8/24/25 All staff and school community members will utilize communication tools (Parent Square, Remind, etc.) to increase consistent two-way communication between all stakeholders to engage parents in ways that directly relate to their children’s academic progress. (Goals 3 and 4 and Guardrail 3)

Jennifer Bonack

01/23/2026

Notes: 9.25.25
The School Improvement Team will lead the community through the implementation of a biannual survey on engagement, SEL programming and academic rigor to provide two-way, school-home communication linked to learning so the school can use the data to improve the teaching and learning process for all students. (Goals 3 and 4, FAM-S 3)

9/15/25 School and community partners will host two events to provide support/resources for our ML and ED families to ensure access for all families and leveraging our existing tools for student academic support.

Jennifer Bonack

06/10/2026

Notes: 9/12/2026 The school social worker contacted the property manager of Southside Apts, Andrea Grant. They are part of Charlotte Housing (Inlivian.) They are working on scheduling a phone call next week to talk about ways we can collaborate to support students and families.

Implementation:

06/09/2025

Evidence

6/9/2025
2024-2025 Myers Park High School Family Survey Summary

This winter, Myers Park conducted a survey to investigate family satisfaction with our school’s academics, educational and administrative staff, student well-being, safety measures, and communication effectiveness. The survey was open for one month and was publicized in both English and Spanish over ParentSquare, in our main office, and in the Mustang Express. When reviewing the 122 submitted responses, the Myers Park School Leadership Team noted the following strengths and weaknesses as common themes

throughout feedback:

- The vast majority of respondents believe that their student is successful in their classes and is on track for college or career readiness.
- Families value clear communication from individual staff members and generally feel that most staff are not difficult to contact.
- The IB program is appreciated for providing a rigorous academic experience, but almost all respondents believe that their student is challenged in classes regardless of their academic track.
- Families report with over 90% positive responses that the school has effective, positive, and equitable procedures established for student incidents and discipline.
- Some responses indicate concerns about inconsistency in teaching quality, feedback on test materials, timely grade input into PowerSchool, and level of academic expectations among the many classrooms on campus; many of these responses note general positivity alongside frustration with isolated incidents.
- Respondents desire additional resources in the course selection process, especially regarding course selection in the early years at MPHS and the trajectory those courses may dictate.
- Some families feel unaware of the security measures in place and what parents should do if there is an emergency during the school day. Myers Park appreciates and is thoroughly examining all feedback provided, including insights and opinions not reflected above.

While most comments were positive and affirmed the initiatives already implemented by the school, the School Leadership Team has begun discussing the valuable concerns raised and establishing strategies to improve in these areas. Myers Park continues to strive to provide each student with positive and personal academic experience and is grateful for the time and effort put in by families in helping us achieve that goal.

With Appreciation,

MPHS School Leadership Team

Parent Square

ParentSquare Data:

3,149 - Students' Families

94% - Contactable

Contactable: 2,950 (At least one student contact is contactable)

Non-Contactable: 65 (No student contact is contactable)

No Contact Info: 134 (There are no student contacts listed)

440 Posts

36 Calendar Events

18,324 Direct Messages (7.059 Threads)

852 of Parents Interacted

116 Commented (last year - 64 total)

422 Appreciated (last year - 335 total)

577 Sent Direct Messages (last year - NA)

114 School Posts (last year - 91 total)

312 Class Posts (last year - 279 total)

23 Group Posts (last year - 26 total)

All Social media platforms are updated with current events.

X FOLLOWERS - 3,061

FB FOLLOWERS - 60K

IG FOLLOWERS - 10.2K

THREADS FOLLOWERS - 1,643

Mustang Express is utilized bi-weekly (Tuesdays & Fridays) to share all pertinent school information with the community.

Canvas is used to communicate with students (classrooms and grade levels).

Website is used to communicate with families and prospective families.

Counselor website and CCCC website are used to communicate information specific to student services.

Experience

6/9/2025

Sustainability

6/9/2025