

Comprehensive Progress Report

Mission:

Maximize academic achievement and help build better citizenship for every student.

Vision:

Provide a platform to graduate successful, engaged, conscientious citizens into a global society.

Goals:

The percent of all students scoring Grade Level Proficient (GLP), on Math I End of Course assessment will increase from 29.6% in SY 2024-25 to 32% in SY 2025-26 and College and Career Readiness (CCR) will increase from 16.3% in SY2024-25 to 21.3% SY2025-26 (Aligns to A2.04, A4.01, B3.03 and Guardrail 1)

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 85.7% in SY2023-24 to 90% in SY2024-25.(Goal 4) (Aligns to A4.10, A4.16)

The percent of all students scoring Grade Level Proficient (GLP), on English II End of Course assessment will increase from 55.7% in SY 2023-24 to 61% in SY 2024-25 and College and Career Readiness (CCR) will increase from 31.3% in SY 2023-24 to 35% in SY 2024-25. (Aligns to A2.04, A4.01, B3.03)

The percent of OSS/ISS incidents will decrease from 45% in SY 2024-25 to 40% in SY 2025-26. (Guardrail 2) (Aligns to A1.07, A4.06)

100% of classroom teachers will implement Capturing Kids Hearts with fidelity.(Guardrail 3) (Aligns to A1.07, A4.06)

The school will retain 97% of licensed classroom teachers throughout the 2025-26.(Guardrail 4) (Aligns to C3.04)

The percent of all students scoring Grade Level Proficient (GLP), on Biology End of Course assessment will increase from 40.9% in SY 2024-25 to 45% in SY 2025-26 and College and Career Readiness (CCR) will increase from 24.8% in SY 2024-25 to 27% in SY 2025-26. (Aligns to A2.04, A4.01, B3.03 and Guardrail 1)

The percent of all students scoring Grade Level Proficient (GLP), on Math III End of Course assessment will increase from 52.9% in SY 2024-25 to 58% in SY 2025-26 and College and Career Readiness (CCR) will increase from 28.9% in SY 2024-25 to 31% in SY 2025-26. (Aligns to A2.04, A4.01, B3.03 and Guardrail 1)

The percent of all students scoring Grade Level Proficient (GLP), on Math I End of Course assessment will increase from 29.6% in SY 2024-25 to 32% in SY 2025-26 and College and Career Readiness (CCR) will increase from 16.3% in SY2024-25 to 21.3% SY2025-26 (Aligns to A2.04, A4.01, B3.03 and 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>		<p>As of June 2025, we did not meet the CCR goal of 16.3% for Math 1. North Mecklenburg students scored at 6.1% CCR which is an decrease of 3.5 percentage points. We retained 23/24 BTs which is 95% of our beginning teachers. We held in-house professional development twice a quarter, led by district and school staff.</p> <p>The need for strategically placed instructional support staff to help monitor instruction was a challenge in meeting this goal. To address these challenges we have added a layer of instructional support by adding the following positions to our staff: ELA/Math Master Teacher, Academic Facilitator, and maintaining our instructional support in CTE- Pathways Development Coordinator, Career Development Coordinator, and CTE Instructional Support Coordinator.</p>	Limited Development 08/12/2024		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>This objective is fully met when school leaders, teachers, and staff maintain a relentless focus on instruction. Regular, short classroom observations will give school leaders opportunities to view instruction throughout the school. School leaders will provide support to teachers regarding performance through formal and informal communication methods to create a cycle of continuous improvement. Principal is highly visible and regularly present in classrooms and PLCs both in-person and virtually. Teachers receive meaningful feedback on their practice consistently from the principal and school leaders throughout the year from formal and informal observations and walkthroughs. Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction. Principal and school leaders engage in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice.</p>		Stephanie Hood (5/5/20)	06/30/2026
Actions			0 of 3 (0%)		
	8/12/24	The principal will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to All goals and FAM-S 3)		Kenisha Hewing (8/12/24)	06/30/2026

Notes: September: Walkthrough tool has been distributed to support staff and administration team. The Walkthrough tool provides immediate feedback form to teachers after the walkthrough is completed. This will allow teachers to know what strengths and areas of growth were identified.

October: Administration and support staff are required to perform 10 walkthroughs per week. A walkthrough tool was developed with a focus on student engagement, use of a variety of instructional strategies and the implementation of Capturing Kids' Hearts strategies.

November: A schedule has been created and is being implemented.

December: Feedback form has been created to provide teachers with feedback.

January: Academic Facilitator and Master Teachers have been added to the walkthrough schedule. Feedback is given to teachers within-in 5 school days.

February: Each administrator and academic support personnel has a target department per week. This ensures that teachers are provided with more consistent feedback on teaching practices.

March: Walkthrough schedule has been developed and administrators and support staff are following the schedule. Based on the data gathered through walkthroughs, teachers have received support based on their needs.

April: Teachers are provided feedback through walkthroughs.

May: Formal observations are conducted and instructional feedback is provided to teachers.

September 2025- Walkthrough Schedule:

<https://docs.google.com/spreadsheets/d/1MyoQOt7xyXeVJ-ZjeVneGQ1SToUJu9m-wJk8foBnU8o/edit?gid=0#gid=0>

September 2025-Walkthrough Form Responses with Teacher Data:

<https://docs.google.com/forms/d/1nu0VFgLfSlaYfdxTR4-wgjLWp-pr8zYf7iRLnL9MqHA/edit>

Teachers will receive immediate feedback from the google form via

	email.			
8/12/24	BTSP will utilize Get Better Faster as a resource to support Beginning Teachers with strategies and processes to ensure academic success for all students. (Goal 3, Guardrail 4)		Kenisha Hewing (8/12/24)	06/30/2026
	<p><i>Notes:</i> October: Instructional Coaches and Beginning Teachers met to learn the foundation of the Coaching Plan. Teachers will begin peer walkthroughs through our Pineapple Walk to see model teaching practices within a teacher leader's classroom.</p> <p>November: Instructional Coaches have begun their first coaching cycle with their Beginning Teacher. Two updated SWIVLs have been purchased to serve as an aid for the coaching process. The academic facilitator received training on how to use it and will train the coaches on this process.</p> <p>December: Beginning Teachers, Mentors and Instructional Coaches will undergo SWIVL training at the December BTSP meeting, to learn how to use the device. They will be encouraged to use SWIVL to support their coaching and feedback sessions.</p> <p>January: Two SWIVLs have been secured to begin using for coaching sessions. A sign-up request form has been created to ensure all stakeholders have the opportunity to use it when needed.</p> <p>February: Instructional Coaches will undergo professional development on analyzing data. This will support their work with Beginning Teachers throughout semester 2. Incentives will be given to Instructional Coaches as an additional motivating factor for consistency. It is expected that Coaches complete at least 3 full cycles in this semester.</p> <p>March: Data Dive PD will take place on 3/20. Ms. Rozier from SBDS will conduct the training for all Beginning Teachers and Instructional Coaches. The goal is to ensure all stakeholders are aware of the expectations for maximum student success.</p> <p>September 2025: Teachers will receive PD on the Get Better Faster Coaching Model during sessions on required teacher workdays and during monthly staff meeting break-out sessions.</p>			
8/12/24	Admin team and instructional support staff will conduct weekly walkthroughs that provide timely feedback to teachers to improve instructional practices. (Goal 3, Guardrail 4)		Kenisha Hewing (8/12/24)	06/30/2026

Notes: September: The academic facilitator has begin to utilize the walkthrough form to complete walkthroughs for teachers. The goal is to complete 2-3 walkthroughs per week.

October: The admin team and instructional support staff have done classroom walkthroughs. The admin team is engaging in most formal observations at this time, however the support staff is continuing walkthroughs to identify strengths and growth areas for teachers as well as help to develop instructional programming.

November: All admin have been completing walkthroughs for their designated departments. Verbal and written feedback is giving to teachers after every walkthrough.

December: Feedback form has been created to provide teachers with feedback.

January: Academic Facilitator and Master Teachers have been added to the walkthrough schedule. Feedback is given to teachers within-in 5 school days.

February: Each administrator and academic support personnel has a target department per week. This ensures that teachers are provided with more consistent feedback on teaching practices.

March: Walkthrough schedule has been developed and administrators and support staff are following the schedule. Based on the data gathered through walkthroughs, teachers have received support based on their needs.

Implementation:		06/17/2025		
Evidence	5/16/2025 All of our action steps have been implements via the swivl and admin scheduling to provide continuous support for all teachers.			

Experience	5/16/2025			
	Our action steps for this indicator have been met through the admin team creating a schedule for weekly walkthroughs to provide instructional feedback to teachers. A swivl have been purchased to support our beginning teachers. The Get Better Faster Framework was used to establish a consistent foundation of teaching and learning for our beginning teacher.			
Sustainability	5/16/2025			
	We will continue weekly walkthroughs and expand the use of our swivl to improve instructional practices of all teachers. We will use common frameworks for beginning teachers to standardize common instructional practices across the school.			

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:	<p>As of June 2025, EVAAS ratings for the current school year are unavailable at this time. End-of-course teachers are aware of their results and projections for the past school year. Regularly held GSI meetings were conducted with our 2024 Cohort. The challenges we are facing in meeting our 2025-2026 SIP goal targets are balancing school needs/priorities and securing viable Math/English research-based interventions for high school. Not having access to Middle School data (ELA/Math) for incoming freshmen earlier than the beginning of the school year was also an issue to be able to plan academic interventions early. To address these challenges we have added an additional layer with instructional support by adding the following positions to our staff: ELA/Math Master Teacher, Academic Facilitator and maintaining our instructional support in CTE through the utilization of a Pathways Development Coordinator, Career Development Coordinator, and CTE Instructional Support Coordinator.</p> <p>The MTSS process is currently being revised for the 2025-2026 school year. The MTSS Leadership Team will provide data-informed guidance to the other teams that assist in identifying and administering appropriate interventions for students.</p>	Limited Development 08/12/2024		
----------------------------	---	-----------------------------------	--	--

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>Full implementation of this objective is indicated by the following:</p> <p>To address all tiers of students, the MTSS intervention process will be fully implemented through the use of a variety of several systems. At Tier 1, ALL teachers will provide high quality instruction through the implementation of the core curriculum using a variety of research based instructional strategies: teacher-directed whole-class; teacher-directed small group; independent work; computer-based instruction using student collaboration and engagement. Instructional Teams and PLC will develop standards-aligned units of instruction for each subject and grade level to support Tier 1 instruction. Teachers provide students with data to self-monitor progress through the use of Mastery Connect. Through the use of iReady and other research-based interventions, Tier 2 and Tier 3 students will be provided opportunities to shore up foundational gaps. Student progress will be monitored through the Branching Minds Platform for students in grades 9-12 and Mastery Connect. Interventions and support will include collaboration across general education and support staff (EC, TD, EL, counselors, etc.). Students will receive support and upon demonstration of expected growth/progress, they will return to Tier 1 Core instruction.</p>			Stephanie Hood (5/5/20)	06/30/2026
Actions			0 of 5 (0%)		
8/12/24	<p>Department Chairs and PLC Leads serve as the MTSS Academic Team that will establish a clear teaming structure with assigned roles, responsibilities, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 4 and FAM-S 3)</p>			Kenisha Hewing (8/12/24)	11/01/2025

Notes: September 2024: Department Chairs and PLC Leads met to discuss the expectations of PLCs throughout the year. Meeting schedules were identified and listed in a master scheduling platform. Data protocols were introduced.

October: The academic team meets monthly on the second Wednesday of each month. This month's focus is weekly data dives and data protocols.

November: The academic team will meet on 11/11 to discuss quarter 1 trends and successes. The team will use quarter 1 results to create action steps for areas that are in need of supports for quarter 2.

December: EOC courses are using small group instruction guided by Qtr. 1 trends and data analysis to address the student academic needs. Based upon teacher observation, Students appear to be more engaged with the academic content. Students will take the MVPA benchmark in January to better address student growth and understanding.

January: EOC courses have taken the MVPA prediction scores and communicated with students to develop individualized plans. 10-day study plans were developed for students based upon their performance on the MVPA assessment.

February: MTSS teams continue to meet according to their meeting schedule. All groups will continue to submit their meeting agendas, minutes and data protocols after each perform assessment. Advisory blocks have been introduced for second semester. During this time interventions groups will be pulled based on their academic needs. This month groups will focus on MTSS interventions using the iready program, ACT preparation using Mastery Prep, Work Keys preparation using edgenuity and EOC remediation.

March: This month groups will focus on MTSS, EOC remediation and classroom tutoring.

2/10/25 NMHS will utilize \$5,000 of Title I funds to purchase Mastery Prep to provide support for ACT, Work-keys, and EOC test preparation in effort to improve outcomes. (Goal 4)

Kenisha Hewing
(8/12/24)

06/10/2026

Notes: January: At the start of semester 2, advisory periods began. Students were grouped based on intervention needs. ACT, Work-keys, or EOC test prep were assigned to each student to undergo, twice per week, during this intervention period.

February: Platforms are being used twice per week with fidelity.

March: Students are engaging with the platforms based on assignments. Tests are being assigned based on district deadlines.

8/12/24 Student Services will review monthly D/F reports, absenteeism reports, and GSI reports showing which courses have the highest amount of failures to create academic support and interventions for PLCs. (Goal 4, Guardrail 3)

Kenisha Hewing
(8/12/24)

06/30/2026

Notes: October: The SSPLC reviewed September data and found a correlation between chronic absenteeism and increased failure among our Hispanic population. The SSPLC suggested we target this population again this year with a Bazaar Night; which would include Food Trucks and a soccer game to get parents and students involved. During this event, other essential information could be provided similar to that presented during curriculum night.

November: The SSPLC has thoroughly analyzed student data from September and October, conducting an in-depth review to identify emerging trends or areas of concern. This ongoing assessment is a crucial part of the committee's efforts to foster a positive, nurturing environment for the school community. Based on our findings, the SSPLC is now planning a special "Wellness Week" to take place just before the upcoming winter break. During this dedicated period, students and their parents will be provided with a robust selection of resources and activities aimed at supporting their overall well-being. These will include guided mindfulness practices, such as meditation and breathing exercises, to help participants cultivate inner calm and clarity. Additionally, the SSPLC will offer strategies on effective conflict resolution strategies, empowering students with constructive communication skills to navigate interpersonal challenges. Perhaps most importantly, Wellness Week will also feature information and access to crucial support services related to substance abuse and suicide prevention, ensuring that all parents and students have the knowledge and resources to address these sensitive yet critical issues. By taking this proactive, multifaceted approach to student and family wellness, the SSPLC demonstrates its steadfast commitment to nurturing the holistic development and resilience of the school

population, well beyond just academic performance.

December: The SSPLC Supported the family engagement event held on 12/11. The SSPLC provided supports to parents in the area of conflict resolution, social/emotional health, as well as additional resources to assist with housing, food, and immigration.

January: The SSPLC reviewed November/December data to analyze trends in absenteeism and ways to increase student attendance and engagement within the classroom.

February: The SSPLC continues to focus on data-driven decision-making. The SSPLC aims to foster an environment that supports student engagement and attendance. The insights gained from the analysis will not only inform future guidance lesson development but also contribute to a broader strategy aimed at addressing the underlying issues contributing to absenteeism, ultimately promoting a more conducive learning atmosphere for all students.

March: The Student Services Professional Learning Community (PLC) remains committed to utilizing data-driven methodologies in its decision-making processes, leveraging advanced data analysis tools. The SSPLC persistently analyzes critical metrics related to student attendance, disciplinary actions, and academic performance, which serve as essential references for the diverse programs designed for Homeroom and Intervention periods. Furthermore, the SSPLC is actively engaged in developing strategic initiatives aimed at eliminating obstacles that hinder student achievement. By continuously assessing and interpreting relevant data, the community seeks to implement effective solutions that foster an environment conducive to learning and personal growth for all students.

1/16/25 Students will attend an advisory period daily to receive specialized support in math, reading, and testing preparation (ACT, EOC, WorkKeys, etc.) (Goal 4).

Kenisha Hewing
(8/12/24)

06/30/2026

Notes: January: School-wide intervention schedule has begun for second semester that allows for specialized support in math, reading and test preparation. Students have been assigned to their first round of interventions. Progress will be monitored for any changes needed to be made.

February: Slight changes have been made to student assignments based on EOC data and student needs.

March: Interventions are continuing to happen twice per week. Academic Facilitator is monitoring the success of interventions and modifying based on student needs and feedback from staff.

8/12/24 The MTSS Team will oversee all aspects of MTSS twice per month, including but not limited to, providing the interventions for Tier 2 and Tier 3 candidates to increase overall student progress. (Goal 4)

Kenisha Hewing
(8/12/24)

06/30/2026

Notes: October: The MTSS team had all of the meetings scheduled so far for this year. The team is made up of 5 groups: MTSS Leadership Team/School Leadership Team, Grade-Level/Content Area PLC: Academic Team, Student Services PLC: Attendance, Behavior, and Social-Emotional Support, Student Problem Solving Team (Intensive-Individual Student Problem Solving) and MTSS Data Team.

November: We discussed a plan for our tier 2 and 3 students with iReady at the last meeting. This VTA there will be a meeting with Freshman Academy to discuss providing interventions during 3rd block if they are taking a current core class housed in J-hall.

December: Interventions during 3rd block have begun. It was discussed with the Admin team about using homeroom for the interventions beginning 2nd Semester.

January: The school has developed a schoolwide plan to address Tier 2 students to address reading and math deficits. Additionally, intentional grouping will be used to comprehensively address student academic needs.

February: Meetings are occurring on a routine basis.

March: Due to inclement weather days some of the meeting dates had to be adjusted.

September 2025- Using the CMS Standard Treatment Protocol students will receive interventions for Tier 2 and Tier 3 based during the advisory block on a weekly basis. Students will be considered for reassignments of tiers based upon progress every 3 weeks. Student progress will be reevaluated by the MTSS Academic and Leadership teams. In September students will take the iReady diagnostic to assess their current academic level. Based upon the results in comparison to the data in navigator students can be reconsidered for a different tier.

Implementation:		05/16/2025		
Evidence	5/16/2025			
	All action steps have been implemented for this indicator. We will continue to refine our processes for the next school year.			

Experience	5/16/2025 The experience of shifting Department Chair (DC) and PLC leads to the academic meetings allowed use to focus our work on improving instructional and tiered behavioral practices for students. The implementation of advisory allow us to improve structurally, but it was a challenge to meet the needs of all students. We will continuous to focus on this action step next school year. The student services team benefited the most from the implementation of a MTSS approach. Data reviews were conducted at every meeting. Interventions were developed by that team to improve academic achievement.			
Sustainability	5/16/2025 More intensive planning for student task and teacher guidance will be needed for successful use of an advisory block. We will continue to utilize the academic team meeting to create collaborative opportunities for school improvement. The MTSS model for student services has been successful. We will continue to use that model.			

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

Initial Assessment:

We have added an additional layer with instructional support by adding the following positions to our staff: ELA/Math Master Teacher, Academic Facilitator and maintaining our instructional support in CTE- Pathways Development Coordinator, Career Development Coordinator, and CTE Instructional Support Coordinator. We have also begun to plan for BluePrint which will allow intervention time to be scheduled during the day. Department chairs and PLC Content Lead Teachers will continue to meet monthly to standardize processes for delivering instruction. All PLC teams are required to meet two times per week for instructional and data analysis as all other teams. A standard template for data analysis and action planning has been created to identify when and how interventions will occur for students. At the end of the 2024-2025 school year, our EOC results were as follows:

Biology- 40.9% GLP, 24.8% CCR (GLP did not meet goal of 47% decrease of 2.3, CCR did not meet goal of 40% decrease of 11.3)

English II- 56.5% GLP, 28.9% CCR (GLP increase of 0.9- did not meet goal of 61%; CCR decrease of 2.4, did not meet goal of 35%)

Math 1- 29.6% GLP, 6.1% CCR (GLP decrease of 7.6, CCR decrease of 3.5, did not meet goals of 40% GLP and 16.3% CCR.

Math 3- 52.9% GLP, 28.9% CCR (GLP decrease of 0.9- did not meet goal of 58%, CCR increase of 2.2, did not meet goal of 30%)

Additional work will occur on providing standards-aligned interventions for students and a continued focus on the use of team planning to standardize instruction.

Limited Development
07/25/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When fully met all teachers will implement district curricula with integrity. There will be evidence of the Core Actions. Strong PLC processes and procedures will be in place that are rooted in backwards design/instructional planning approach. Collaborative PLCs with lessons and strategies being modeled regularly focusing on differentiation and scaffolds planned intentionally. Common vocabulary and academic language being used across content areas and grade levels. Discussions will be carried out around standard alignment and what mastery looks like. Student growth and achievement data will demonstrate an increase for all subgroups without gaps. 100% of the PLCs will meet twice a week to discuss and unpack standards, create common assessments, and craft standards-aligned units of study and daily lessons. PLC leads will meet monthly for professional development and leadership growth opportunities. All teachers will have scheduled Duty-Free Instructional Planning Time. Teachers will be assigned one duty on a rotational basis to ensure school safety and will meet within PLC's when not on scheduled duty.</p>			Vania Littlejohn (8/12/24)	06/30/2026
Actions			0 of 11 (0%)		
9/15/25	<p>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 providing 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)</p>			Vania Littlejohn (8/12/24)	11/01/2025
<i>Notes:</i>					
7/25/24	<p>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 3 times per quarter. (Goal 3, A2.04, FAM-S 29)</p>			Kenisha Hewing (8/2024)	06/30/2026

Notes: October: Data analysis protocols were introduced to PLC leads and department chairs in the September Academic team meeting. PLCs have begun giving their first rounds of perform assessments and are currently completing their first data analysis protocols. The MTSS data team will supply the Academic team with additional data dives regarding attendance and behaviors.

November: Walk-throughs are currently happening for teachers. Feedback is emailed to teachers upon completion of the walkthrough. PLCs completed data analysis protocols for at least 3 perform assessments and their midterm exams. The protocols are currently under review of the Admin team. Trends will be discussed with the academic team during the November 11th meeting.

December: Walkthroughs are continuing to happen for teachers. Feedback is emailed to teachers upon completion of the walkthrough. PLCs are completing data analysis protocols for their Perform Assessments. The protocols are currently under review of the Admin team.

January: Teachers will use the data to create review lessons for their students. The protocols are currently under review of the Admin team.

February: Walkthroughs will begin for Semester 2 on 2/10. A rotational schedule has been created to assist with distribution of weekly walkthrough assignments. New data protocol documents have been created and given to teachers to use during semester 2.

March: By the end of the month, PLCs will have completed data analysis protocols for at least 3 perform assessments and their midterm exams. Trends will be discussed with the academic team during the March 19th meeting.

8/12/24

Increase monitoring of data analysis, action planning systems and processes through a common data analysis protocol form, classroom walkthroughs and formal observations to ensure all teachers adhere to the guidelines set through lead teacher meetings. (Goal 4)

Kenisha Hewing
(8/12/24)

06/30/2026

Notes: October: PLCs has began to use the collected data points to create a comprehensive action plan to enrich and remediate student learning. The administration team will use data collected in walkthroughs and formal observations to ensure that the action plans created from weekly PLC data dives are being implemented and eliminating barriers to success.

November: PLCs are using data collected on classroom assessments, benchmarks, and midterm assessments to identify areas of support and enrichment for their students. PLCs will work on creating academic contracts for students that need additional supports.

December: PLCs are continuing to support students and helping them achieve the tasks outlined in their academic contracts.

January: PLCs are using collected data to create assignments and activities that will help their students be successful on their EOCs and Final exams.

February: Data dives are happening throughout the building looking at the scores and instructional practices from semester 1. As a response to the data, EOC teachers will begin pulling intervention groups during advisory time to provide instructional support to identified students.

March: PLCs are using data collected on classroom assessments, benchmarks, and midterm assessments to identify areas of support and enrichment for their students. PLCs will work on creating academic contracts for students that need additional supports for quarter 4.

September 2025- Walkthrough Form
<https://docs.google.com/forms/d/1nu0VFgLfSlaYfdxTR4-wgjLWp-pr8zYf7iRLnL9MqHA/edit>

8/12/24	Instructional teams will collaborate with department administrators and/or instructional support staff to analyze data after each benchmark window or common assessment to provide differentiated instruction to meet the needs of all students. (Goal 1)		Kenisha Hewing (8/12/24)	06/30/2026
---------	---	--	-----------------------------	------------

Notes: October: PLCs have begun to analyze data collected from district benchmarks and common classroom assessments. Teams will then create a plan to address the needs of students to ensure successful mastery of the content. Common assessments for EOC courses occurred October 7-11. Most non-EOC courses were in their first cycle of common assessment administration.

November: PLCs have begun analyzing data from common classroom assessments, district benchmarks, and midterm exams.
Biology scored 43.5%. The district average was 48%.
English 2 scored 47.7%. The district average was 55.5%
Math 1 (52.6 %) has exceeded the district average of 49%.
Math 3 scored 39.6%. The district average was 52.9%.

December: PLCs are continuing to analyze data collected from district benchmarks and common classroom assessments. Teams will then create a plan to address the needs of students to ensure successful mastery of the content. Common benchmark assessments for EOC courses will occur December 9-13. Most non-EOC courses are currently in their 3rd to 4th cycle of common assessment administration.

January: PLCs have begun analyzing data from common classroom assessments, district benchmarks, and midterm exams. The results from benchmark 2 given 12/9-13 are as follows.
Biology scored 50.3%. The district average was 53.7%.
Semester- English 2 scored 43.8%. The district average was 52.7 %
Yearlong- English 2 scored 56.2%. The district average was 51.6 %
Semester- Math 1 scored 44.7%. The district average of 45.4%.
Yearlong- Math 1 scored 37.3%. The district average of 38.2%.
Semester- Math 3 scored 45.7%. The district average was 50.6%.
Yearlong- Math 3 scored 61.3%. The district average was 56.7%.

February: As a response to the yearlong data, EOC teachers will begin pulling intervention groups during advisory time to provide instructional support to identified students. Groups will be redone after the first district benchmark for students in semester long classes.

March: PLCs will analyze data collected from district benchmarks and common classroom assessments. Teams will then create a plan to address the needs of students to ensure successful mastery of the content. Common assessments for EOC courses will occur March 3-7. PLCs will use the data to create new Advisory Intervention groups which will begin during Q4.

3/26/25	NMHS will utilize \$4,902 of Title I funds to purchase Turnitin as a plagiarism detector to ensure academic integrity across all content areas. (Guardrail 1)		Amy Pasko (8/12/24)	06/30/2026
<i>Notes:</i>				
3/26/25	NMHS will utilize \$47,079 of Title I funds to purchase IB Global, Innovative Schools and IB Science in effort to improve and align professional practices. (Guardrail 4)		Amy Pasko (8/12/24)	06/30/2026
<i>Notes:</i>				
3/27/25	NMHS will utilize \$1,800 of Title I funds to purchase Blooket as an interactive engagement tool that will reinforce content being taught across all content areas. (Guardrail 1)		Kenisha Hewing (8/12/24)	06/30/2026
<i>Notes:</i>				
3/27/25	NMHS will utilize \$10,000 of Title I funds from Office Depot and Staples to purchase consumable supplies that are essential for day-to-day classroom activities to support hands-on learning, project-based activities, and creative exercises that can enhance student engagement and learning outcomes. (Guardrail 2)		Kenisha Hewing (8/12/24)	06/30/2026
<i>Notes:</i>				
9/17/25	A2.04- NMHS will utilize \$154 of Title I funds to purchase Thinking Out Loud on Paper books from Heinemann to support English II students to increase learning and engagement. (Guardrail 1).		Kenisha Hewing (8/12/24)	06/30/2026
<i>Notes:</i>				
9/17/25	A2.04- NMHS will utilize \$8200 of Title I funds to purchase professional development and classroom visits from Loftus Consulting to provide training on instructional leadership and building collective efficacy among the Instructional Leadership Team. (Guardrail 1)		Kenisha Hewing (8/12/24)	06/30/2026
<i>Notes:</i>				
9/24/25	NMHS will utilize \$12,328 of Title I funds to support travel to and participation in IB sanctioned workshops to meet the requirements of the IB programme and support teachers in implementing the program with fidelity.		Amy Pasko (8/12/24)	06/30/2026
<i>Notes:</i>				
Implementation:		06/17/2025		

<p><i>Evidence</i></p>	<p>5/21/2025 During PLC planning time, teachers utilize curriculum calendars and dedicate time for assessment and analysis. Common data analysis and planning templates are used school-wide. Title 1 budget reflects payment for instructional items that have been used in the classroom.</p>			
<p><i>Experience</i></p>	<p>5/21/2025 All action items in this objective have been met. Our experiences with full implementation with this objective this year was built on processes that we have put in place for several years. We have developed a structure where PLCs have common planning time, protocols and analysis practices.</p>			
<p><i>Sustainability</i></p>	<p>5/21/2025 While these actions steps have been fully met, we will continue these practices for the upcoming school year to ensure we continue to meet this objective and monitor student progress. We will continue to utilize Title 1 funds to instructionally support our students as needed.</p>			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
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
<i>Initial Assessment:</i>		The Equal Opportunities School team developed a plan of action to increase the student enrollment in AP courses. As a result the AP course enrollments increased 17% for the 25-26 schoolyear. Students also met one-on-one with their counselors to enroll in AP courses. School counselors worked with their caseload of students to encourage enrollment into AP courses. Teachers completed the EOS survey and recommended students for AP courses. The challenge we are facing is addressing the misconception that only honors students can take AP courses and finding a variety of AP courses to address the interests of our students. To address the challenges we will continue to implement a schoolwide survey day(s) to increase participation rates of staff and students. We will also begin talking about AP courses in the 9th grade.	Limited Development 08/11/2022		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		North Meck High School will fully implement transition meetings to address students' academic, behavioral, and SEL support. Overall we will increase all academic indicators. We will increase in Math I College and Career rate from 9.6% to 16.3% in 2025 to 21.3% in 2026 (as indicated by the CMS goals and guardrails). We will consistently utilize and apply the Branching Minds platform to address all students MTSS core instructional and behavioral levels as well as Panorama data to support students social and emotional concerns. When this objective is fully met, our Master schedule will continue to have intentional planning time to focus on grade-to-grade and level-to-level transitions. Promotion rates and graduation rates will exceed district standards. The goals set for increased participation in Advanced Coursework and High School endorsement will exceed district goals.		Vania Littlejohn (8/12/24)	06/30/2026
<i>Actions</i>			0 of 3 (0%)		
	8/12/24	The percent of students enrolled in AP courses will increase through monthly counselor-led student informational sessions, student interest feedback forms, and the addition of additional AP courses based on student interest. (Goal 4, Guardrail 2)		Vania Littlejohn (8/12/24)	04/23/2026

Notes: October: During Registration, Student Services ensured that every AP course the district offers is listed on course cards for students to be able to select. Counselors reviewed data and encouraged students to sign up for AP courses during Registration. Course sections for next school year will be created based on the number of students that sign up.

November: Counselors have discussed having some type of AP panel or AP information session during Registration so that students can learn more about their options and who would be a good fit for each AP course.

December: During one-on-one Registration, Student Services is ensuring that every AP course the district offers will be listed on course cards for students to be able to select. Counselors will review data and encourage students to sign up for AP courses during Registration. Course sections for next school year will be created based on the number of students that sign up.

January: Counselors are reviewing data and encouraging students to sign up for Honors and AP courses during Registration. Teachers are to be provided a recommendation form so that they may recommend students for Honors and AP classes.

February: During one-on-one Registration, Counselors are ensuring that every AP course the district offers will be listed on course cards for students to be able to select. Counselors are encouraging students to sign up for AP courses during registration. Course sections for next school year will be created based on the number of students that sign up. Teachers were provided a recommendation form and students on this list are encouraged to take AP classes.

March: Counselors are finalizing registration. Counselors are utilizing the teacher recommendation form to input AP and Honors requests for students, advocating for AIG students to take rigorous classes in compliance with their Differentiated Education Plans, and reviewing EOS survey data to input requested Honors/AP classes.

8/12/24	<p>Implement effective transition strategies (e.g. Transition Meetings, counselor feedback, etc.) to promote scholar success to the next grade level. (Goal 4, FAM-S 29)</p> <p>Transition meetings with school counselors for rising 9th grade students with IEP/504 plans will occur during the spring.</p> <p>Teachers with students with IEP/504/ML plans will be notified on a need basis annually.</p> <p>Opportunities for rising 9th grade students will be offered to students during the summer to prepare them for Foundational Math/Math I.</p>		Vania Littlejohn (8/12/24)	06/23/2026
---------	---	--	-------------------------------	------------

Notes: October: 504/IEP/ML plans are being emailed to teachers after each 504/IEP/ML meeting throughout the school year. At the semester change 504/IEP/ML plans will be emailed to each students' new teachers. The planning stage for registration has begun, but more information on Course Planner is needed to prepare effectively.

November: 9th grade counselors began to communicate with 8th grade counselors regarding any programming approved by the district for rising 9th graders. This will be subject to funding and district timelines/guidelines.

December: We have begun the planning stage for registration, but we require more information on Course Planner to prepare effectively.

January: Registration has begun. Phase one (synchronous course selection has occurred, and one-on-one registration with rising 12 graders occurred 2nd and 4th block 12/10 and 12/11. Other grade levels will begin in February.

February: 9th grade counselors scheduled transition meetings. They informed the 8th grade counselors during the annual Vertical Team meeting and then scheduled time in the spring. The 504 Coordinator and EC representatives were invited as well.

(January 15 was the annual Vertical Team Meeting)

Transition meetings will occur in the Spring

504/IEP/ML plans will be emailed to teachers after each 504/IEP/ML meeting throughout the school year. At the semester change 504/IEP/ML plans will be emailed to each students' new teachers.

(Timeline estimate: ongoing)

9th grade counselors communicated with 8th grade counselors regarding any programming approved by the district for rising 9th graders.

(January 15th at the Vertical Team Meeting)

March: No updates from previous progress notes.

8/12/24

Grade-level GSI will be conducted bi- monthly to monitor students at risk of failing two or more classes. Those that are failing will have case managers assigned to them to monitor their progress. Those that are on the list that have attendance issues will be managed by SSPLA, Administration and Counselors. (Guardrail 2)

Vania Littlejohn
(8/12/24)

06/23/2026

Notes: October: The Student Services Department Chair will coordinate with grade level Administrators to select dates for bi-monthly monitoring of students in all grade levels. These dates will be added to the Student Services calendar.

November: The first 12th grade review (GSI Stoplight) has been rescheduled for 11/13/24.

December: The 12th grade GSI review occurred on 11/13 and the 9th grade off-track GSI review occurs monthly. District guidance on what is required of the 11th grade GSI is forthcoming.

January: The next 12th grade GSI review is scheduled for 2/3/25, and the 9th grade off-track GSI review occurs monthly.

February: The next 12th grade GSI review is scheduled for 2/14/25, and the 9th grade off-track GSI occurred on 1/23/25.

March: The next 12th grade GSI review occurred on 2/14/25, and the 9th grade off-track GSI occurred on 1/23/25. The 11th grade GSI meeting will be scheduled for April, and the 12th grade GSI spotlight will be scheduled for the beginning of Q4.

September 2025- The GSI data tracker will be uploaded here.

Implementation:		05/21/2025		
Evidence	8/9/2024 As a result of these efforts, our AP enrollment has increased for our upcoming school year. As a result of GSI meetings being conducted to monitor students in this year's graduating cohort, our projected graduation rate is close to 90%.			
Experience	8/9/2024 We have had a successful experience implementing all action steps for this action step. Currently, all transition meets have begun and will continue for our incoming 9th grade students. To build teacher capacity, we developed an equity committee to increase enrollment in higher level courses (AP, IB, Honors).			
Sustainability	8/9/2024 We plan to continue with these efforts next year to ensure that we continue to meet this objective.			

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
<i>Initial Assessment:</i>			<p>As of June 2025, there was an increase in positive self-engagement. The successes include the school-wide, Viking VIP, PBIS system that developed a tiered system for recognition of students centered around academics, behavior, attendance, and positive teacher highlights. We implemented alternatives to suspension interventions such as restorative practices, mediations, school-based PSTs, as well as a school based VIP program. We also have continued our Mentoring groups including: The ROC (10th-11th grade boys group), Lady Monarchs (10th grade girls group), Buttah Fly Girls (9th grade girls group), TYRO, and F.I.T.T.S. Grade level Admin conducts informal weekly check-ins with behavioral high fliers. BMT's have also been assigned caseload of high flyers that they check-in with and monitor their behavioral progress. This will be supported and supervised by our Academic Facilitator who serves as a member of our MTSS Leadership Team. We will also continue the use of community organizations to provide support to our students. We are beginning the full implementation of Capturing Kids' Hearts, led by staff, throughout the school. Sources of strength, will continue to serve as a peer support system.</p>	Limited Development 08/12/2024		
			<p>Priority Score: 1 Opportunity Score: 2</p>	Index Score: 2		
<i>How it will look when fully met:</i>			<p>Full Implementation of this indicator will be as follows:</p> <p>All staff will be fully trained on Capturing Kids' Hearts to understand and implement with integrity. There will be consistent collaboration across general education and support staff (EC, TD, EL, counselors, etc.) Purposeful tiered instruction will be provided through MTSS. Processes will be implemented to accurately identify student's needs based upon data analysis. Teachers will utilize culturally relevant and culturally proficient strategies, language, and practices. An overall safe and welcoming environment will be provided for all students through the implementation of school wide procedures and expectations.</p>		Vania Littlejohn (8/12/24)	06/30/2026
<i>Actions</i>				0 of 6 (0%)		
		9/15/25	Duty-Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)		Vania Littlejohn (8/12/24)	11/01/2025

	<i>Notes:</i>			
9/15/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)		Vania Littlejohn (8/12/24)	11/01/2025
	<i>Notes:</i>			
8/12/24	The administrative team will create and facilitate a structured professional development plan for teachers to execute Capturing Kids Hearts to enhance the school culture. (Guardrail 1, and Guardrail 4)		Jazzmin Oates 8/12/24	11/01/2025
	<p><i>Notes:</i> October: Process Champion have been planning and will begin to facilitate CKH activities at the staff meetings. On October the 16th our Process Champions completed walkthroughs with our CKH Specialist. A training was also conducted during VTA sponsored by the Math 1 team.</p> <p>November: After receiving feedback from our CKH support in response to the walkthroughs we will implement more Engage activities during our staff meetings and have our Process Champions offer PD on a CKH strategy surrounding Social Contracts.</p> <p>December: At the last staff meeting, we had staff complete the mid-year survey and did an engagement game from CKH.</p> <p>January: Staff was chosen across the campus for CKH Hero of the Month. We wanted to model giving affirmations with staff with hopes of it transferring to the classroom.</p> <p>February: Process champions continue to model strategies in our monthly staff meetings. An engagement strategy was the focus of the VTA CKH strategy this month, completed by our CKH Champions during the staff meeting.</p> <p>March: This month's Staff Meeting was cancelled due to inclement weather. A lesson and activity was created by a process champion for staff engagement. It will be done at the next staff meeting.</p> <p>September 2025-Data will be collected from staff PD's from google forms</p>			
8/12/24	Staff will develop and train peer groups through the Sources of Strength program to assist in addressing the unique challenges of the student experience. (Guardrail 3, FAM-S 31)		Brealyn Garrison (9/05/2025)	06/23/2026

Notes: October: Recruitment has begun to gain participants. Some staff and students have shown their interests in being apart of this initiative. A community agency donated to our Sources of Strength initiative at North Mecklenburg HS.

November: Schoolwide Sources of Strength training is scheduled for Nov. 13, 2024.

December: Staff Recruitment VTA took place on Nov. 6th. Students have been identified and parent permission forms have been sent out. Schoolwide training is scheduled for Dec. 17, 2024.

January: Team met to discuss upcoming Sources dates to plan for our campaign. Sources will meet on 02/10 to plan our recruitment efforts. Our campaign is set to launch on 02/17.

February: The Thankfulness Campaign will take place during the week of 02/16/2025 during all lunches. Students will share what they are thankful for and are encouraged to spread the word to others about Sources of Strength. Students will also receive information about our upcoming meetings and the permission forms to participate.

March: The Thankfulness campaign was successful! Planning to continue the “Spread the word” about sources to recruit more peer leaders. Continue to collect returned permission forms before our next planning meeting.

September 2025- Sources of Strength Folder:
https://drive.google.com/drive/folders/19Kf8dy1MTxo4sCOv1qjdQanPfb-_iugC?usp=drive_link

3/26/25	NMHS will utilize \$1,000 of Title I funds to purchase incentives for students to promote positive behavior and student achievement as apart of our Viking VIP program (Guardrail 3)		Kenisha Hewing (8/12/24)	06/30/2026
---------	--	--	-----------------------------	------------

Notes:

8/12/24	Within all class blocks teachers will implement weekly Social Emotional Learning time using elements from the Capturing Kids' Hearts program as our Schoolwide Core Social-Emotional Practice to support the SEL needs of students. (Guardrail 3, FAM-S 31)		Kenisha Hewing (8/12/24)	06/30/2026
---------	---	--	-----------------------------	------------

Notes: October: All classes have a social contract and some are referring to it during walkthroughs and observations. The program is rolling out and is slowly becoming the culture of our school starting with our classrooms and staff meetings.

November: After feedback from our CKH support we are going to implement more Engage and Explore activities with staff as an administrative team to model what we want to see in the classroom. We are also going to put up brag boards/affirmation posters in our breakrooms beginning this month. We will have two teachers per workroom

December: We will continue CKH walkthroughs after the break to see where we are as a school with implementing the E and X portion of the EXCEL model.

January: During our staff meeting, we spoke with staff about renewing their contracts with their classes for the new semester. Staff took the midyear survey. I will discuss the results with the CKH Champions to plan future PD.

February: VTA was held focusing on engagement. It was run by our CKH Champion Ms. Hardy. Our CKH rep will be coming to support us in March.

March: Our CKH rep did a walkthrough and gave feedback on next steps. As a school we are still working on the E and X of the EXCEL model.

Implementation:		05/21/2025		
Evidence	5/21/2025 As a result of the implementation of Capturing Kids Heart, we see Social Contracts in most classrooms. We have developed a peer tutoring group through Sources of Strength. Title I funds will be used to support increasing students' connection to school through incentives to recognize positive behavior in student achievement.			
Experience	5/21/2025 Our experience with this objective has been successful. One of our school's strengths is a strong school culture. The implementation of Capturing Kids' Hearts has added an additional layer to our efforts to make North Meck a place that is desirable for all students and all staff.			

Sustainability	5/21/2025 For the upcoming school year, we plan to continue our efforts with Sources of Strength to continue to support students' emotional and social health.			
-----------------------	---	--	--	--

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

Initial Assessment:			<p>As of June 2025, North Meck High School has worked to streamline our communication using ConnectEd messages, the school website, Canvas emails, social media platforms and Parent Square to communicate with parents and students regarding upcoming events, classroom information, and happenings. A quarterly Family and Community Connection parent event was held throughout the year to discuss relevant topics. Our bilingual family advocate was utilized throughout the school day to connect with families to increase the attendance and engagement of our Spanish-speaking families. In addition, we utilize district translators to reach our multilingual (ML) speakers.</p> <p>Additionally, we are currently building a PTSA board that is actively involved in the school's decision-making process. We work with faculty and staff to ensure we maintain effective communication with our scholars and our parents. When effective communication occurs, parents will become more engaged and involved in both curricular and extracurricular activities and events. Strong parent-teacher communication improves academic performance in children and social emotional learning. Our staff is required to have a syllabus and a contact log for teacher/parent communication. We will explore other ways in which we can best reach our parents to ensure we create stronger parent-teacher relationships.</p>	Limited Development 08/12/2024		
----------------------------	--	--	---	-----------------------------------	--	--

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Consistent two-way communication between parents and teachers. School events will have 50% participation and engagement across all parent groups. Regular support and accessible resources will be provided for parents to promote social emotional learning. There will be open access to technology and adequate cultural representation. Transparent communication with an open-door policy will be exhibited and parent survey results will show increased participation and engagement.</p>			Vania Littlejohn (8/12/24)	06/30/2026
Actions			0 of 4 (0%)		
8/12/24	<p>The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress. (Goal 1, Guardrail 3)</p>			Kenisha Hewing (8/12/2024)	06/30/2026

Notes: September 2024: All staff has been introduced to ParentSquare and required to use this method of communication with families. School wide announcements have been made via ParentSquare by Principal Hood to keep families informed about school-wide events and initiatives.

October: In one week, we have had 26 posts, 337 Direct Messages. This shows that teachers and admin are using the platform regularly. Ms. McKeag is our lead post author with 4 posts in one week.

November: Since July there have been a total of 432 posts, 73 of those were done by Mr. Rivers who is our champion for the last week with 9 posts and the overall school champion. He is followed by our Principal with 31 posts and Mr. Cassady with 29 posts for the year thus far.

December: Parent square continues to be the most used form of communication for staff. I will have a VTA session in January for any staff that may need training for this platform.

January: We did not have a VTA session in parent square but according to the metrics it is still the most widely used form of communication with 75 groups created throughout the school both by clubs and classrooms.

February: ParentSquare announcements and messages are sent out by Principal Hood weekly. In addition, staff and parents use ParentSquare to communicate.

March: Parent Square continues to be our primary source of communication with students and guardians.

8/12/24	NMHS will lead school staff to successfully implement quarterly family events for families to connect with individual teachers about student academic performance as it relates to grades and MAP growth in an effort to build partnerships with families toward achieving academic growth goals. (Goal 4, Goal 2, FAM-S 3)
---------	---

Kenisha Hewing (8/12/2024)

06/30/2026

Notes: October: ML students participated in an assembly to acknowledge accomplishments on access testing. We will begin to discuss our next family engagement night with our ML Family advocate and SIT.

November: The Bilingual Family Advocate has been meeting with families to ensure they are connected and understand how to access PowerSchool and Parent Square. SIT will continue to plan a family night for the first semester.

December: Family Engagement Night will be held on December 11, 2024 at 6pm. There will be student performances and sessions with counselors to be informed on the new course registration process. Food will be provided to all families in attendance.

January: We received positive feedback from the fall semester Family Engagement Night. We will begin planning the spring semester event in the coming weeks. Mr. Rogers, our Bilingual Family Advocate will support this event.

February: Spring Family Engagement night is slated to be held in April.

March: The spring Family Engagement Night will be held in conjunction with the Viking Showcase on April 10, 2025 from 6:00pm-8:00pm. PTSA will support this event by hosting the 'Create with Kindness' program that will include a student panel to help parents understand student use of Social Media.

8/29/24 NMHS will hold three Events with support/resources for our Multilingual Families to ensure access for all families in leveraging our existing tools for student academic support. One of the events will be Curriculum Night. (Goal 1)

Jazmine Williams
(8/16/2023)

06/30/2026

Notes: September 30, 2025- NMHS first curriculum night of the 25-26 school year will be held. This event will be for all families giving them an opportunity to learn about their student's classes, curriculum and course expectations. A teachers will be required to attend to provide information specific to their content area.

9/24/25	NMHS will hold monthly morning sessions for families of students in the IB magnet program that include light breakfast and a casual information session to share information about timely topics related to the IB program including service, exam registration, the Personal Project, Theory of Knowledge and Personal and Professional Skills, and college applications.		Amy Pasko (8/12/24)	06/30/2026
<i>Notes:</i>				
Implementation:		05/21/2025		
Evidence	5/21/2025 Families felt more knowledgeable and equipped to support student needs. The line of two-way communication between the school and families provided a more comprehensive layer of support for students. Multilingual families shared their appreciation and overall gained understanding of the needs of their students.			
Experience	5/21/2025 The experience with pursuing this objective was impactful for our overall school culture. The direct connection between family engagement and student success was powerful.			
Sustainability	5/21/2025 We did conduct bi-yearly parent engagement events this year. To continue to meet this goal, we plan to increase engagement opportunities to quarterly.			