

Comprehensive Progress Report

Mission:

The mission of CMS is to maximize academic achievement by every student in every school.

Charlotte-Mecklenburg Schools provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

Vision:

South Mecklenburg High School, a culturally diverse educational community, is characterized by mutual trust, respect, and appreciation of the individual. Teaching and learning occur in an atmosphere of collegiality and support. Student growth is the highest priority and graduates are prepared for success in a global society.

Goals:

- The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 6.2% in SY2023-24 to 16.5% in SY2024-25.
- The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 77.4% in SY2023-24 (June) to 95% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)
- The percent of ML students scoring Grade Level Proficient (GLP) on English II End of Course (EOC) assessment will increase from 11.5% in SY 2023-24 to 15.5% in SY 2024-25.
- The percent of OSS incidents for Black students will decrease by 5% by the end of the 24-25 school year. Guardrail #2
- 100% of classroom teachers will implement Capturing Kids Hearts with fidelity.
- The school will retain 90% of licensed classroom teachers throughout the 2024-25.



! = 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>		The goals aligned to B3.03 are to meet or exceed expected EVAAS growth for the overall school index and to increase both Grade Level Proficiency (GLP) and College and Career Readiness (CCR) across EOC subjects. For Math I specifically, the CCR target is set to grow from 3.7%	Limited Development 07/30/2024			

in SY 2024–2025 to 16.5% in SY 2025–2026, with continued increases in GLP expected as well.

Final SY 2024–2025 results show 20.7% GLP and 3.7% CCR in Math I, a reminder of the importance of targeted instructional strategies and support. Composite EOC results were stronger overall, with 52.1% GLP and 34% CCR, reflecting steady progress compared to prior years. EVAAS data will be available in Fall 2025.

Successes from 2024–2025 include strong emphasis on teacher walkthroughs by administrators and PLC leads, which provided immediate and actionable feedback to teachers. PLC leads were also able to review one another’s work, sharing successful strategies across departments. Administrative teams met regularly with PLCs to support instructional goal setting, data review, and progress monitoring. Additional successes include adjustments to the master schedule and teacher–student ratios, which better supported classroom instruction and student needs.

The stability of the EOC teaching teams entering 2025–2026 is another strength, particularly in Math, English II, and Biology. With consistent PLC membership and leadership, teams are positioned to deepen their use of data and curriculum resources, as well as to refine intervention supports. The transition to Infinite Campus also presented a challenge initially but has now become a highlight as systems are better aligned for attendance and data tracking.

Opportunities for 2025–2026 include leveraging the additional year of data from the new Math I and English II curricula to refine instruction and interventions. PLCs will continue to use common planning time to review assessment results and set clear instructional goals with administrative support. Continued focus on walkthrough feedback, targeted data analysis at the start of the year, and consistency in

staffing across EOC areas should support growth in both GLP and CCR outcomes.

How it will look when fully met:

All PLCs will use data driven, standards aligned instruction to support decision making for academic growth for all students.

The principal will monitor PLC agendas, PLC Lead meetings, walkthrough data, and observation data to develop instructional professional development for future use for both short and long term goals.

Feedback will be given through a calibrated walkthrough form that has a lens of working towards SIP goals and guardrails. Feedback comes automatically once the form is completed to both the teacher's email as well as the observer's email. The principal will review data at the semester and work with pertinent stakeholders (dept chairs, PLC Leads, Beginning Teachers, Mentors) to create professional development to drive growth.

The principal will conduct core action walkthroughs with the support of department administrators and district stakeholders to be able to offer feedback to teachers to develop PLC-wide ideas for growth.

Marc Angerer

06/30/2026

Actions

0 of 2 (0%)

9/5/25 The principal will review MTSS data to build second semester schedule adjustments and interventions for putting students back on track both with academics and attendance. Student Services will support. Connection to FAM-S.

Marc Angerer

01/20/2026

Notes:

9/26/24 The principal will leverage administrators and teacher leaders to work closely with beginning teachers, mentors, and department chairs to develop retention strategies for teachers. (guardrail 4)

Marc Angerer

06/30/2027

Notes:

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3A: Diagnose and respond to student learning needs

	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<p><i>Initial Assessment:</i></p>			<p>The goal aligned with A4.01 is to meet or exceed expected EVAAS growth for the overall school index and to continue strengthening the school’s tiered instructional system so that teachers deliver evidence-based instruction aligned with individual student needs. EVAAS results will be available in Fall 2025.</p> <p>Looking at SY 2024–2025 results, Math I outcomes were 20.7% GLP and 3.7% CCR, while the composite EOC results reached 52.1% GLP and 34% CCR, reflecting steady improvement from prior years.</p> <p>Successes include continued implementation of tiered supports across EOC courses. The Newcomer Buddy Program remains in place to connect ML students with peers for both academic and cultural support. ML inclusion teachers continued to receive professional development, and a new administrator for the EC team provided additional support and leadership. SMHS also maintained strong bilingual supports with a Spanish-speaking secretary, ML social worker, and distance learning assistant. Department administrators met weekly with EOC PLCs, focusing on instructional growth and student support, while attendance policy clarity and enforcement contributed to reduced chronic absenteeism.</p> <p>Stability of staffing has been another strength. The same ISS coordinator has provided consistent leadership in student management, while the EC Extensions team is now fully staffed, ensuring equitable services for students.</p> <p>Challenges last year included ensuring MTSS processes were consistently communicated and integrated across the school, as well as</p>	<p>Limited Development 07/30/2024</p>		

balancing multiple SEL frameworks layered by the district. These remain areas of refinement moving forward.

Opportunities for 2025–2026 include deepening MTSS transparency and alignment, supported by the school’s transition to Infinite Campus, which strengthens data tracking and accessibility. Continuity in ML and EC supports, combined with stable leadership, provides a strong foundation for refining interventions and strengthening tiered instructional practices across all EOC areas.

How it will look when fully met:

They key characteristics identified in this document are to have tiered systems to supports our students with the greatest needs. Students will know who their support systems are, being able to identify and self advocate to work successfully with these supports. Staff understand how the MTSS network runs including what the tiers are and how to problem solve through that framework. ML students have a successful Freshman year, with higher graduation and lower chronic absenteeism rates in our targeted populations. We will see higher graduation rate in targeted populations and lower chronic absenteeism. Students will be self-advocates to see how best to be successful academically and within the school's culture and extra curriculars.

Marc Angerer

06/30/2026

Actions

0 of 2 (0%)

7/30/24 Student Services PLC will meet weekly to analyze Navigator attendance reports and identify at risk students to address chronic absenteeism. (Guardrail 3 FAM-S 3)

Marc Angerer

06/30/2026

Notes:

7/30/24 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 supports and interventions for PLCs to implement. (Goal 3 & Guardrail 1)

Marc Angerer

06/30/2026

Notes:

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<p>South Mecklenburg High School set a goal for the 2025–2026 school year to increase the percentage of students scoring College and Career Ready (CCR, a level 4 or 5) on the Math I EOC from 3.7% in 2024–2025 to 16.5% in 2025–2026. In 2024–2025, final results indicated that 3.7% of students achieved CCR and 20.7% achieved GLP, signaling both the magnitude of the challenge and the importance of targeted strategies going forward.</p> <p>Walkthrough data showed increased instructional monitoring and feedback: 583 total walkthroughs were completed schoolwide, with 60 specific to math. This growth in observation volume continues to provide actionable data to support A2.04, with evidence that instructional time is being actively used for standards-aligned instruction.</p> <p>The Math I team remains fully intact for 2025–2026, a major strength compared to prior years. The school also continues to be fully staffed with both EC and ML support, ensuring consistent services for students. The Math Instructional Lead and department administrator remain in place, providing continuity of leadership. Notably, the Math Lead participated in extensive coaching professional development during 2024–2025 and will leverage those strategies to provide stronger support to the PLC this year.</p> <p>Challenges include the continued loss of the dean position, which reduces capacity for observations and instructional coaching at the administrative level. However, with a returning Math I team and consistent support structures, there is stability that will help offset leadership shifts.</p>	Limited Development 07/30/2024		
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Looking ahead, opportunities for 2025–2026 include:

Using multiple years of targeted data to drive instructional decisions.

Leveraging a Math I team that has built cohesion and experience with this curriculum.

Continuing strong parent engagement through ParentSquare to ensure communication and buy-in.

Refining use of walkthrough data, now with two years of baseline trends, to provide precise instructional feedback from the very start of the year.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p>How it will look when fully met:</p>	<p>The key characteristics of A2.04 as identified in the Wise Ways document include standards aligned instruction with a focus on vertical alignment. It also includes the use of pre assessments as well as common assessments and benchmarks to track student progress. This document also speaks on the importance of sharing best practices with colleagues through PLCs and departments. EC and ML services should always be calibrated, rendered, and monitored. If we have fully implemented this indicator, our school will look like the following. The Math I PLC will meet twice a week including meeting once a week with the Learning Community’s secondary math specialist. The math cochairs, the department administrator, and the LC secondary specialist will complete walkthroughs and be able to provide swift and usable feedback. Common assessments across the school will be reviewed regularly including analyzing data between semesters so as to update and improve lesson plans and strategies. Instructional Leads and the department administrators will be able to go to professional development throughout the year to better support the school goals and guardrails. We will use targeted data at the forefront to drive decision making as well as work through teams, knowing how to more effectively support students. Parent engagement through the use of ParentSquare will also support removing barriers for communication and at-home buy-in. Continuous improvement and monitoring of instructional successes and gaps through the use of data and standards based instructional activities. Regular formal and formative assessments will happen to track student progress. Students will also be able to analyze their own and peer data to create a student centered learning environment. Quantitative data will include MasteryConnect analyses. Qualitative data will include walkthrough feedback from all stakeholders with a culture of openness to feedback and everyone maintaining a growth mindset.</p>		<p>Marc Angerer</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>1 of 3 (33%)</p>		
<p>9/5/25</p>	<p>Through the use of previous year's walkthrough data and observation data, administrators will develop the coaching plan for all teachers with targeted pairings chosen through critical need.</p>	<p>Complete 09/12/2025</p>	<p>Daysha Meekins</p>	<p>09/12/2025</p>
<p><i>Notes:</i></p>				
<p>9/5/25</p>	<p>Administrative Team & Department Chairs will revise and utilize a calibrated walkthrough document to guide monthly walkthroughs of all teachers to identify coaching needs and for ensuring standards aligned instruction (Goal 3 & 4, FAM-S 29).</p>		<p>Marc Angerer</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				

9/26/25	Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Marc Angerer	06/30/2026
<i>Notes:</i>				
Implementation:		05/14/2025		
Evidence	5/14/2025			
Experience	5/14/2025			
Sustainability	5/14/2025			

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

Initial Assessment:

The goal for A4.16 for SMHS was that the percentage of graduates earning a state high school endorsement will increase from 39% in SY2021-22 to 57% in SY2022-23 and 75% in SY2023-24. As of June 09, 2024, the High School Endorsement Dashboard shows we are at 9.5% for 12th graders on track for endorsements; all of the data is not available yet. Early indicators include successful credit recovery programming where 436 courses were recovered throughout the school year for students to be able to stay on track towards graduation and earning their endorsements. We also successfully had an attendance recovery and waiver program in place with approximately 15,000 hours made up. Successes also include the Student Services team meeting with students to build schedules that helped students understand and later earn at least one endorsement. We required all students in levels I and II World Language courses to take the STAMPs test that goes towards their seal of Bi-Literacy. Our ACT boot camp and Homeroom ACT prep leading up to March 12 supported student success on the ACT. Challenges this year included difficulty with student buy-in for taking the ACT and understanding how it matters to their own college and career readiness. A transient student population with late registration also makes it difficult for students to start a trajectory towards endorsement earning. Challenges also include trying to reach the goal of 75% for SY2023-24 with many students not sure of the reasoning behind needing an endorsement. Opportunities next year include using Pre-ACT data to target registration of students into the ACT prep courses and to offer more targeted and specific ACT Boot Camp. There will also be opportunities for students to take part in more ACT prep within the content area classes leading up to the testing date. We have 100% retention in our Student Services team which will allow for continued ease of long-term services that support students graduating with endorsements. Challenges for next year will include ensuring our new master scheduler feels confident in carrying through scheduling to support endorsements as well as other pathways and considerations. We also lost our ACT prep teacher so we will need more concerted efforts for that. We also are not sure of funding for ACT boot camps or other after school offerings which may show a decrease in support systems for students.

Limited Development
09/08/2022

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Student Services play a key role in developing plans with the administration as well as with teachers to support the student grade level transitions and finally graduation.</p> <p>All students will take at least one college level course (AP or CPCC), with a high pass rate on the culminating required exams. Students will understand the pathways from 9th grade to graduation including understanding how to earn an endorsement.</p> <p>AP scores, CPCC enrollment and pass rates, fewer students needing credit recovery services.</p>			Marc Angerer	06/30/2026
Actions			0 of 2 (0%)		
	9/5/25	Administrators will adjust registration cards for their departments and Student Services will meet with students during registration time to support students continuing along Endorsement pathways as they register. (Goal 3 & Goal 4)		Marc Angerer	01/20/2026
	<i>Notes:</i>				
	9/5/25	Homeroom teachers will facilitate a weekly session that will focus on ACT prep and/or AVID strategies to raise the school's composite ACT score. (Goal 4)		Andrea Baine	03/08/2026
	<i>Notes:</i>				
Implementation:			05/14/2025		
Evidence	6/9/2023	Over 7300 unique entries are in the attendance recovery spreadsheet with over 100,000 hours of time made up by students this year. Over 300 students have passed Edgenuity credit recovery courses this year to allow them to stay on track for graduation.			
Experience	6/9/2023	Attendance and Credit Recovery programs were run efficiently with communications being made clear in both English and Spanish for students. Admin met with their counselors on a quarterly basis to look at at-risk students including seniors who may be at risk for not graduating on time and students who are in need of Summer School.			

Sustainability	6/9/2023 Staff buy-in is still being developed for holding to the attendance policy. Teachers should also better communicate with parents on a regular basis when students are at risk of failure and attendance problems.			
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Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

There are several SIP goals related to A4.06 for South Mecklenburg High School, which are the following: The percent of students reporting a positive self-perception of their self-efficacy will increase from 39% on the Fall 2021 Panorama Screener (in Grades 6-12) to 44.5% in SY2022-23 and 75% in SY2023-24. Our Spring 2024 Panorama data shows we have shown an increase but not met the 75% goal, having reached 54% on this metric. The next goal is the percent of students reporting a positive self-perception of their self-management will increase from 70% on the Fall 2021 Panorama Screener (in Grades 6-12) to 75% in SY2022-23 and 80% in SY2023-24. Based on our Spring 2024 Panorama data, this number has increased to 73%. The next goal is the percent of students reporting a positive self-perception of their engagement will increase from 26% on the Fall 2021 Panorama Screener (in Grades 6-12) to 33% in SY2022-23 and 40% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3). Based on our Spring 2024 Panorama data, students positive feelings reached 26%, a 1% increase however not meeting the SY2023-24 goal. The last goal aligned with A4.06 was to reduce Out-of-School Suspension (OSS) disproportionately for Black students and that it would decrease to 24.1% in SY2022-23 and 19.1% in SY2023-24. This is also CMS Guardrail 1. At the end of the SY2023-24, our data for SMHS within the Compass YTD Suspension Summary report, shows that our black students made up 25.8% of OSS, an increase from 20.9% in SY2022-23. Panorama data also showed improvements in students' sense of belonging and their ability to feel efficacious in their studies. Successes include having a fully employed In School Suspension teacher for the majority of the year who was able to support the interventions for students to be at the school level before needing to move from ISS to OSS. We also had the same BMTs this year as last year who were able to continue relationships with cohorts of students; targeted from behavioral data available to us from SY2022-23. Student Services also was able to show different pathways for students to find success who may not have been striving at SMHS; this includes Stewart Creek and TarHeel Challenge academy. We had 436 courses completed through Edgenuity to support students being on track. We did this through the assistance of 2 Digital Learning Assistants (one of whom speaks Spanish). One of our teachers as well as our SRO also led a program for black boys to support SEL and career building. Continuing to enforce and monitor the CMS attendance policy this year incentivized students to be in class rather than out of class where many infractions leading to OSS would occur. Teacher & staff retention has also been high between last year and this year, allowing for continued relationship building amongst the cohorts of students. Teacher

Limited Development
07/30/2024

absenteeism is also down comparatively which allows for more time with students for instructional and SEL growth. Challenges for reaching this goal included trying to meet the SEL requirements set forth by the district regarding when for students to meet and how to have them and their teachers buy into the 7 Mindsets curriculum. Another challenge was that inconsistent coverage of high needs areas due to class coverage needs meant there were more opportunities for students to misbehave. Our ISS teacher left us in April, leaving a gap that possibly led to more OSS closer to the end of the year. Opportunities for next year include a different approach to incorporating the SEL curriculum and homeroom time. Professional development of our ISS teacher to better support their intervention strategies will also be needed to support re-entry for students who often find themselves in trouble. Consistent revision of coverage at duty posts and making that a priority will also support stopping behaviors that may lead to behavioral infractions. Administration will also review incoming 9th grade behavioral data to create cohorts of high needs students to better integrate them and partner them with admin and/or BMTs. Challenges for 24-25 will include training a new ISS person as well as working with some new admin members who will need support with the calibration of disciplinary procedures and structures within the school. Other challenges include the district layering another SEL component of Capturing Kids Hearts as well as trying to do 7 Mindsets.

How it will look when fully met:	Social emotional learning and emotional competencies are at the forefront of the social emotional learning plans developed by school leaders. We will see an increase in student self efficacy in Panorama Survey results. We will see a drop in negative student to student and student to staff interactions as logged in Educator Handbook. We will have Panorama data and Educator Handbook data to see if our results are moving in the right direction.		Benjamin Lyall	06/30/2026
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Actions	0 of 4 (0%)		
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9/17/24	100% of teachers will integrate Capturing Kids Hearts to build social emotional wellness and relationships (staff to students, students to students). Weekly homeroom CKH lessons will be created and given to all homeroom teachers to use. (Guardrail 3)		Benjamin Lyall	06/30/2026
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Notes:

9/5/25	<p>Behavior Support Monitoring (Guardrail 2, FAM-S 31)</p> <p>BMTs will monitor and address schoolwide behavioral trends using EH data with a focus on accountability.</p> <p>Each BMT will regularly review their caseload, using data to create student support plans that aim to reduce the need for ongoing caseload assignment.</p> <p>Monthly team reviews will ensure consistency in expectations, calibration, and targeted interventions.</p>		Andrea Baine	06/30/2026
<i>Notes:</i>				
9/26/25	Duty Free Lunch: To provide a duty-free lunch period for every teach on a daily basis.		Marc Angerer	06/30/2029
<i>Notes:</i>				
9/26/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Andrea Baine	06/30/2029
<i>Notes:</i>				