

## Comprehensive Progress Report

**Mission:**

West Mecklenburg High School will provide a supportive, structured, and academically enriched environment to prepare all students to meet requirements for graduation, and life after high school.

**Vision:**

West Mecklenburg High School will provide a supportive, structured, and academically enriched environment to prepare all students for completion of high school requirements, graduation, and life after high school.

**Goals:**

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 0.3% in SY2024-25 to 15.9% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 80% in SY2024-25 to 85% in SY2025-26. (Aligns to A4.10 and A4.16 and CMS Goal 4)

The percent of students SWD scoring Grade Level Proficient (GLP), on English II, Biology, or Math III End of Course assessment will increase from 29.6% in SY 2024-25 to 35.6% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of OSS/ISS incidents will decrease from 35.8% in SY 2024-25 to 25.8% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

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

The school will retain 90% of licensed classroom teachers throughout the 2024-25. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1A: Prioritize improvement and communicate its urgency</b>				
	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

B1.03: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

During the 24-25 school year, the administrative team force-ranked all staff to identify coaching caseload tiers. A walkthrough and feedback form was developed to capture the quantitative and qualitative data. Coaching caseloads were developed for each member of the ILT to support using a tiered system. Face-to-face feedback was provided when possible for teachers on the higher tier but was required for teachers in the lower quadrant. Teachers new to teaching in an EOC-tested content received 1:1 coaching from an administrator or district-level support. Even though we faced staffing challenges, we retained 85% of the teachers in their first three years. 25% of the teachers did not meet emergency licensure standards, 5 % transferred, and the other 10% left the profession. An administrator was present in 90% of all EOC PLC meetings. Challenges we face moving forward are teachers' experience and minimal knowledge of content and pedagogy. As a result, we will a MCL 1 for English and Math, an EIT 2 and 3 teachers for the same areas. This will allow for more individualized coaching around content and lesson facilitation, with a heightened focus on managing time to ensure walkthroughs and face-to-face coaching happen for all staff at least bi-weekly. Teachers in tier one will receive coaching and feedback weekly using Get Better Faster. Our walkthrough system will change to include paired and group walkthroughs for calibration. This will be implemented with fidelity to discuss trends and gaps in weekly ILT meetings. The ILT is working on a protocol to incorporate the GBF management and rigor trajectory into the PLC meetings. A PLC feedback section will be used to collect data to capture trends and create appropriate next steps.

Limited Development  
09/11/2022

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<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, the ILT will meet regularly to review the implementation of effective practices and school data, discuss academic progress, and discuss student learning outcomes, which will be communicated to all stakeholders. All stakeholders, including SIT, PTSA, MTSS, and ILT, will actively participate in all school-wide initiatives. The actions will be monitored throughout the year by conducting walk-throughs, observations, PLC data analysis, and surveys.</p> <p>The leadership team meeting agendas and minutes, as well as data collected from observations, assessments, and surveys, will be used to determine the implementation of effective practices and the end of your data associated with the CMS goals and guardrails.</p>		<p>Kevin Sudimack</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>1 of 3 (33%)</b></p>		
<p>9/11/22</p>	<p>The Instructional Leadership Team will meet bi-weekly to design professional development which includes AVID, Literacy, and the 4 Components of Instructional Excellence to increase overall student progress. (Goal 3, Goal 4)</p>		<p>Kevin Sudimack</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>9/15/22</p>	<p>The school ILT (Instructional Leadership Team) will conduct monthly Core Action walkthroughs in English I, Math 1, English II, Math 3 and Biology. The walkthroughs will be debriefed by the team using the district protocol with a 30 day plan of action completed at the conclusion of each walk. (Goal 3, Goal 4)</p>		<p>Kevin Sudimack</p>	<p>06/30/2026</p>
<p><i>Notes:</i> Professional Development will continue in a differentiated, evidence can be found using this link:  <a href="https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing">https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing</a></p>				

3/27/25	<p>Action Step</p> <p>Barnes and Noble Total: \$3,323.68</p> <p>Action: West Mecklenburg HS will utilize \$3,323.68 (Barnes and Noble) for classroom and professional development literature. The literature will provide a book study amongst our staff and create ways to enhance the social emotional learning of our students and to build school culture.</p>	Complete 05/29/2025	Kevin Sudimack	06/30/2026
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Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>D1.02: The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.</p> <p>We have three teachers who receive differentials in English, one in Math, one in Biology, and CTE. We hired a teacher assistant to support off-track students through Edgenuity. Using Title I funding, we hired 4 BMTs to help students reshape behaviors; at the start of the year, our goal was to decrease the number of OSS infractions to 23%, and we completed the year at 29.2% of OSS with AA students At the close of the school year, our graduation rate increased by 7.5%. Moving into the 2025-2026 school year, we will continue with our MCL for Math; we are looking to hire one to support English classes. Due to the decrease in funding and discipline data, we will only have two BMTs. Still, we will tap teacher leaders with administrative degrees to create caseloads of students and support teaching through Capturing Kids Hearts.</p>	No Development 09/20/2023		
<i>How it will look when fully met:</i>		Data from surveys, core action walks, walkthrough trends, and Branching Minds will be used to report our school's data, and other relevant school information will continue to be communicated through SIT Meetings,		Kevin Sudimack	06/30/2026
<i>Actions</i>			<b>4 of 5 (80%)</b>		
	3/27/25	<p>Action Step</p> <p>BLICK ART MATERIALS LLC Total: \$2,365.75</p> <p>Action: West Mecklenburg HS will utilize \$2,365.75 (Blick Art Materials) for supplies to support attendance and Capturing Kids Hearts. Materials ordered will be used to create posters, anchor charts, and art supplies for classroom engagement.</p>	Complete 05/29/2025	Kevin Sudimack	03/20/2025

Notes:

3/27/25 Action Step

Staples

Total: \$3,016.78

Action: West Mecklenburg HS will utilize \$3,016.78 (Staples)

These supplies are essential for teachers and students to continue their learning experience and push toward increasing student performance and engagement.

Complete 05/29/2025

Kevin Sudimack

03/28/2025

Notes:

3/27/25	<p>Action Step</p> <p>Professional Development-AVID Total: \$10,237.84</p> <p>Action: West Mecklenburg HS will utilize \$10,237.84 (Professional Development-AVID).</p> <p>1. Understanding the AVID Curriculum AVID programs are structured differently than standard curricula. Training helps teachers: Grasp the depth, structure, and progression of AVID resources and classroom structures Understand the learning objectives and assessment criteria specific to AVID standards.</p> <p>2. Consistency and Global Standards AVID programs are international. Training ensures: Teachers maintain consistent teaching quality in line with global standards. Students receive an education that is recognized and respected worldwide.</p> <p>4. Professional Growth Training enhances teacher effectiveness by offering: New instructional strategies aligned with inquiry-based and student-centered learning. Opportunities for reflective practice and collaboration with other educators.</p> <p>5. Confidence and Credibility When teachers are trained: They feel more confident delivering the material. Parents and students gain more trust in the school's ability to provide a world-class education. How will the goods or services impact student achievement and how will the success of this request be measured? Higher Quality Teaching Trained teachers deliver lessons that are aligned with AVID standards, making learning more engaging, relevant, and effective.</p>	Complete 05/29/2025	Kevin Sudimack	06/10/2025
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Notes:

3/27/25	<p>Action Step</p> <p>Professional Development-Cambridge Total: \$8,403.20</p> <p>1. Understanding the Cambridge Curriculum Cambridge programs are structured differently than standard curricula. Training helps teachers: Grasp the depth, structure, and progression of Cambridge syllabuses. Understand the learning objectives and assessment criteria specific to Cambridge standards.</p> <p>2. Effective Assessment Preparation Cambridge exams have unique formats and marking schemes. Training prepares teachers to: Teach to Cambridge standards and assessment expectations. Design class activities and mock exams that mirror Cambridge exams. Help students develop exam skills like analyzing, evaluating, and applying knowledge critically.</p> <p>3. Consistency and Global Standards Cambridge programs are international. Training ensures: Teachers maintain consistent teaching quality in line with global standards. Students receive an education that is recognized and respected worldwide.</p> <p>4. Professional Growth Training enhances teacher effectiveness by offering: New instructional strategies aligned with inquiry-based and student-centered learning. Opportunities for reflective practice and collaboration with other educators.</p> <p>5. Confidence and Credibility When teachers are trained: They feel more confident delivering the material. Parents and students gain more trust in the school's ability to provide a world-class education.</p>	Complete 05/29/2025	Kevin Sudimack	06/10/2025
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Notes:

9/20/23	Within the 2025-2026 school year, our school identified the following resource inequity: instruction/ Training; as a result, our school plans to mitigate this inequity by purchasing a TA Support, Bilingual Interpreter, SmartPass, Planbook, Delta Math, to provide additional instructional supports for the teacher in meeting the needs of students and families. (Goal 3, Goal, 4 and Guardrail 1)		Kevin Sudimack	06/30/2026
<i>Notes:</i>				

**Core Function:** Domain 2: Talent Development

**Effective Practice:** Practice 2A: Recruit, develop, retain, and sustain talent

	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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<p><b>Initial Assessment:</b></p>	<p>C3.04: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.</p> <p>During the 2025-2025 school year, the principal defined the role of leaders and responsibilities in supporting teachers. As a school, we offered a differentiated PD program to meet the needs of all teachers. Current practices are documented through ADMIN team meetings, during which observation data is reviewed quarterly, and walkthrough data is reviewed weekly. As of June 2025, 100% of the school participated in two semester-long differentiated PD sessions in the following areas:</p> <p>Lesson planning using GLEAM</p> <p>AVID (Inquiry and Rigor)</p> <p>AVID (Writing to Learn)</p> <p>AVID (Collaborative Conversations)</p> <p>Practice Clinics (Get Better Faster-Rigor and Management)</p> <p>Moving into the new school year, with the support of the AVID site team, we will design activities to engage and empower teachers to grow in their content actively. We will create coaching caseloads based on observational needs and Implement a positive recognition of staff in PLCs, departments, and the whole school. Effective feedback and coaching is how we will grow and maintain our irreplaceable teachers.</p>	<p>Limited Development 09/11/2022</p>		
<p><b>How it will look when fully met:</b></p>	<p>The principal will define leadership roles and responsibilities. We will offer a comprehensive PD program to meet the needs of all Teachers. We will design activities to engage and empower teachers to grow in their content actively. Create coaching caseloads based on observational needs and Implement a positive recognition of staff in PLCs, departments, and the whole school. Effective feedback and coaching is how we will grow and maintain our irreplaceable teachers.</p>		<p>Kevin Sudimack</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p>0 of 2 (0%)</p>		
	<p>9/11/22 Teachers in years 1-3 will receive professional development and coaching through our beginning NEST program from leaders and mentors. Mentors will also receive leadership training to grow in the profession. (Guardrail 4)</p>		<p>Kevin Sudimack</p>	<p>06/30/2026</p>

Notes:

9/11/22 All teachers will receive GBF coaching from an administrator and/or facilitator bi-weekly (Guardrail 4)

Kevin Sudimack

06/30/2026

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
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**Initial Assessment:**

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.

West Mecklenburg HS meets with different instructional teams, including PLC, ILT, Departments, MTSS, ACE, and Professional Development. consistently; Tested PLCS have protocols supporting lesson planning, assessment creation, and data tracking and analysis. These teachers work together to ensure standards-aligned lessons match the NC standards for courses taught. As a community, we are working on creating PLC protocols to improve this practice with the implementation across all disciplines that the Instructional Leadership Team will monitor.

As of June 2025, the ILT looked at school-wide data to support the MTSS Framework (Behavior, Academics, and Social- Emotional). During the year, we were provided district support, which led to training on how to do classroom resets using the PRIDE matrix. A planning protocol was developed as part of the lesson plan template to guide staff on creating lesson plans for an intervention block embedded in the school day to support MTSS supplemental and intensive tiers. All staff participated in professional development in one or more of the following areas:

Lesson planning using GLEAM

AVID (Inquiry and Rigor)

AVID (Writing to Learn)

AVID (Collaborative Conversations)

Get Better Faster (Management and Rigor)

Instructional walkthroughs were conducted during the intervention block, which yielded an intensive caseload of teachers supported by the district school liaison.

Although the ILT created PLC procedures and protocols to use, not all tested PLC teams used the resources with integrity. As a result, there is a decrease in English II, Math 1 and Math 3

A challenge we face in continuing to meet our SIP goal targets for 2025-2026 is ensuring that students routinely engage in student discourse

Limited Development  
07/30/2024

and have opportunities to struggle productively throughout instruction. Walkthrough data suggests that teachers remove the rigor of the lesson by over-scaffolding, asking questions misaligned with the learning target, and missing opportunities to allow for productive struggle. There is an opportunity to address these challenges during the 2025-2026 school year by providing targeted, differentiated professional learning on Wednesdays that focus on opportunities to improve alignment, rigor, and discourse.

Additional goals:

Grade level PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, 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)

Within the 2025-26 school year, our CSI -LP school will implement the following evidenced-based intervention(s) (check-in/check-out, small group, I-Ready, Kahn Academy, and counseling) to increase overall student performance. Specifically, the Student Services team 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 during Advisory. (Goal 4, Guardrail 3)

Within the 2025-26 school year, our ATSI school will implement the following evidenced-based intervention(s) (check-in/check-out, I-ready, and WHY TRY, ETC.) to increase the overall performance of multilingual students. Specifically, the MTSS Facilitator will oversee all aspects of MTSS and will support students during daily advisory for Tier 3 candidates to increase overall student progress. (Goal 4)

<b>How it will look when fully met:</b>	<p>Every student will have access to a rich, diverse and rigorous curriculum. Student academic achievement will improve, and classrooms will effectively utilize a series of evidence-based instructional strategies (AVID-Writing across all Disciplines) that will promote growth and improve proficiency. Teachers will analyze data to differentiate instruction based on the specific needs of individual students. Evidence of completion will include assessment results, student data trackers, evidence of re-teaching and re-looping strategies in lesson plans, and MasteryConnect/Schoolnet reports.</p> <p>Students will use data trackers to show ownership of their own learning.</p>		Kevin Sudimack	06/30/2026
<b>Actions</b>		<b>0 of 3 (0%)</b>		
7/30/24	Grade level PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, 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)		Kevin Sudimack	01/23/2026
<i>Notes:</i>				
7/30/24	Within the 2025-26 school year, our CSI -LP school will implement the following evidenced-based intervention(s) (check-in/check-out, small group, I-Ready, Kahn Academy, and counseling) to increase overall student performance. Specifically, the Student Services team 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 during Advisory. (Goal 4, Guardrail 3)		Kevin Sudimack	06/30/2026
<i>Notes:</i>				
7/30/24	Within the 2025-26 school year, our ATSI school will implement the following evidenced-based intervention(s) (check-in/check-out, I-ready, and WHY TRY, ETC.) to increase the overall performance of multilingual students. Specifically, the MTSS Facilitator will oversee all aspects of MTSS and will support students during daily advisory for Tier 3 candidates to increase overall student progress. (Goal 4)		Kevin Sudimack	06/30/2026
<i>Notes:</i>				
<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>	<b>Practice 3C: Remove barriers and provide opportunities</b>			

	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
<p><i>Initial Assessment:</i></p>			<p>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.</p> <p>As of June 2025, progress monitoring using a GSI meeting protocol shows a 4-point increase in our preliminary GDVR data; the cohort graduation rate is expected to be 85% in June. Our overall failure rate was reduced by 15% as of January 2025 due to the FF attendance recovery process enacted by the district. At the end of the school year, 97 of the 201 students who received an FF recovered the time during the 2nd semester, with 57 not being attendance violators during semester 2. Ultimately, this could reduce the retention rate for each grade level and minimize the need for credit recovery for the 202 students affected. During the year, an instructional assistant managed credit recovery courses and students during the intervention block; as a result, 18 of our off-track seniors could complete credit recovery courses during the school day. All grade-level students were enrolled in credit recovery courses needed during the school year. During the registration for 25-26, counselors met with 91% of the current students transitioning from grade to grade. For current students, a checklist was completed and used during the process to increase our efforts in the number of endorsements and credentials for students prior to 12th grade. In 22-23, the ACIE committee of teachers and staff put together a Cambridge Pathways guide for the successful completion of the test and the skills needed to pass the test to receive the Cambridge Diploma; as a result, our candidate number increased from 5 to 8. As we move into the 2025-2026 school year, we anticipate the following challenges: chronic attendance issues as our daily attendance rate hovered between 84% and 89% in all subgroups. While challenges exist, we can address them during the 2025-2026 school year by revising our attendance plan and data decision rules to intervene early. Also, we will create small attendance groups to support students through challenges and equip them with the resources to remain in school. We will train teachers on early intervention and parental contact that allows counselors and social workers to move younger students through the truancy phases more efficiently.</p>	<p>Limited Development 09/11/2022</p>		

<p><b>How it will look when fully met:</b></p>	<p>Our registration process will focus on scheduling students for courses that will increase opportunities to receive endorsements. We will focus on CTE pathway completion, ACT composite increases, WorkKeys achievement levels, participation in and completing world language courses.</p> <p>The West Mecklenburg Edgenuity Program is a credit recovery program designed to increase graduation and promotion rates in all cohorts. It provides students the opportunity to recover credits needed to graduate on time. Our program will offer individualized instruction which will focus on mastery learning and the application of 21st-century learning skills</p>		<p>Kevin Sudimack</p>	<p>06/15/2026</p>
<p><b>Actions</b></p>		<p><b>3 of 6 (50%)</b></p>		
<p>3/21/25</p>	<p>Action: West Mecklenburg HS will utilize \$29,951.71 (Miller Services) for classroom and media center furniture. This will modernize our furniture where teachers can pull small groups, use furniture to maximize instructional capacity within the room as well as enhance student seating.</p>	<p>Complete 05/29/2025</p>	<p>Casimir Bundrick 08/24/2019</p>	<p>03/21/2025</p>
<p><i>Notes:</i></p>				
<p>3/27/25</p>	<p>Action Step</p> <p>Burkot Total: \$19,471.24</p> <p>Action: West Mecklenburg HS will utilize \$19,471.24 (Burkot) for classroom and media center furniture. This will modernize our furniture where teachers can pull small groups, use furniture to maximize instructional capacity within the room as well as enhance student seating.</p>	<p>Complete 05/29/2025</p>	<p>Kevin Sudimack</p>	<p>03/28/2025</p>
<p><i>Notes:</i></p>				

3/27/25	Action Step  Kurtz Bros. Total: \$18,155.00  Action: West Mecklenburg HS will utilize \$18,155.00 (Kurtz Bros.) for classroom and media center furniture. This will modernize our furniture where teachers can pull small groups, use furniture to maximize instructional capacity within the room as well as enhance student seating.	Complete 05/29/2025	Kevin Sudimack	03/28/2025
<i>Notes:</i>				
9/11/22	Counselors will meet with students quarterly and communicate with parents about progress toward meeting graduation requirements. The counselor will complete a graduation checklist for each student and provide open options for students to take courses that meet their post-secondary plans. (Goal 4)		Kevin Sudimack	06/30/2026
<i>Notes:</i>				
9/11/22	The student services team (Counselors, Social Workers) and administrators will have bi-weekly attendance meetings to discuss students that are chronic attendance violators. The team will support students through groups, individual counseling, check-in/check-out, and conduct parent conferences and home visits. (Goal 4, FAM-S29)		Kevin Sudimack	06/30/2026
<i>Notes:</i>				
9/11/22	Homeroom teachers will facilitate a weekly session that will focus on ACT prep to raise the school's composite ACT score. (Goal 3, Goal 4)		Kevin Sudimack	06/30/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4C: Engage students and families in pursuing education goals</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		We currently have protocols to regularly communicate with parents/guardians about school expectations and how they can get	Limited Development 08/06/2024		

involved to support their children's learning. We send out regular Parent Square notifications and require teachers to use Parent Square for two-way communication with families. This year, we provided quarterly parent engagement opportunities and are making progress in increasing the number of parents involved in PTSA and the School Leadership Team. We have increased our social media presence as a way to communicate with students and parents in one-way communication. As of June 2025, WMHS has 3 goals met, 3 goals partially met, and developing appropriately. In total, West Meck has worked positively towards these goals, half complete and half trending towards completion. Our work in the ESSA committee fostered increased parent communication around academics. We formed student and staff focus groups, and they have identified events for 25-26. Our Instagram has over 800 posts and almost 1800 subscribers, greater than the current student enrollment. Parent University was successfully organized and implemented, twice, with over 200 participants in each session. (October and February) Our goals for the 25-26 school year will expand these initial 6 goals to include the formation of the Culture Committee / Roundtable, completion of the ESL turnkey document, and the completion of the group events calendar shared with families at the start of the school year. These initiatives (new and existing) are continuously being developed across many people, so the great challenge is personnel management, production management, and completion of goals on a schedule. A large challenge is to drive parent interest in on-site events, but we expect new initiatives will support this. Much work was done in S2 to move these initiatives forward, and the challenge is to keep up the progress and manage personnel use of Parent Square for better communication with parents to drive interest in events, perform parent contacts, and improve ESL outreach. Implement the ESL turnkey document to drive better instructor communication with EL families. Continue to build and continue to expand the Parent University to include parent-requested sessions, better attendance and tracking, and better marketing via middle schools and the community. Expand social media offerings to connect with parents, aided by Parent Square.

The ML teacher and ESSA team 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.

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.

<b>How it will look when fully met:</b>	We will engage parents in ways that directly relate to their student's progress. Parents will be aware of what is expected of parents and students to succeed. School staff will communicate with families weekly regarding ways they can help their children grow at school. Teachers' communication logs, Parent Square Logs, Social Media followers, and Canvas Communication Announcements are several artifacts we will use to determine whether this objective has been fully implemented. Our goal is for 90% of our families to follow social media platforms by the end of the year.		Kevin Sudimack	06/30/2026
<b>Actions</b>		<b>4 of 6 (67%)</b>		
3/27/25	<p>Action Step</p> <p>Panera Bread Total: \$253.00 Action: West Mecklenburg HS will utilize \$253.00 (Panera Bread)</p> <p>We will purchase Sandwiches from Panera for families that attend our Future Hawks Event. This is about ensuring that our rising scholars understand all that is offered at WMHS and what skills, mindsets and approaches are necessary to be successful at WMHS.</p>	Complete 05/29/2025	Casimir Bundrick 08/24/2019	03/28/2025
<i>Notes:</i>				
3/27/25	<p>Action Step</p> <p>Chick fil a (1st event) Total: \$942.30 Action: West Mecklenburg HS will utilize \$942.30 (Chick fil a)</p> <p>We will purchase sandwiches and fruit trays for families that attend our Future Hawks Event. This is about ensuring that our rising scholars understand all that is offered at WMHS and what skills, mindsets and approaches are necessary to be successful at WMHS.</p>	Complete 05/29/2025	Casimir Bundrick 08/24/2019	04/19/2025
<i>Notes:</i>				

3/27/25	<p>Action Step</p> <p>Positive Promotion Total: \$4,469.25 Action: West Mecklenburg HS will utilize \$4,469.25 (Positive Promotion)</p> <p>Parent Workshops: Schools may offer workshops on topics such as helping with homework, understanding curriculum changes, or supporting children's mental health, to empower parents with the tools they need.</p> <p>Involvement in Decision Making: Giving parents a voice in school decisions through committees or advisory boards allows them to contribute to the shaping of school policies and practices.</p> <p>Cultural Sensitivity: Recognizing and respecting the diverse backgrounds of families and creating a welcoming environment can strengthen relationships and ensure that all families feel included.</p> <p>School Events: Hosting family-friendly events like back-to-school nights, cultural fairs, or family picnics can help build a sense of community and connection.</p>	Complete 05/29/2025	Kevin Sudimack	04/28/2025
<i>Notes:</i>				
3/27/25	<p>Action Step</p> <p>Chick fil a (2nd event) Total: \$942.30 Action: West Mecklenburg HS will utilize \$942.30 (Chick fil a)</p> <p>We will purchase sandwiches and fruit trays for families that attend our Future Hawks Event. This is about ensuring that our rising scholars understand all that is offered at WMHS and what skills, mindsets and approaches are necessary to be successful at WMHS.</p>	Complete 05/29/2025	Kevin Sudimack	05/19/2025
<i>Notes:</i>				
8/6/24	<p>The ML teacher and ESSA team 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. (Goal 3 and 4)</p>		Kevin Sudimack	01/25/2026
<i>Notes:</i>				

8/6/24 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. (Goals 3, Goal 4, FAM-S3)

Kevin Sudimack

06/30/2026

*Notes:*