

Comprehensive Progress Report

Mission:

Our Mission Statement: The professionals of West Charlotte High School endeavor to promote and support student learning in a safe, diverse community where students, staff, and parents actively commit to academic excellence and personal responsibility.

Local boards of education of low-performing schools shall include with their online plans a brief explanation that low-performing identification continues pending assessment data from the 21-22 school year.

Vision:

Our Vision Statement: We believe that every student can succeed; therefore we prepare students for academic excellence, personal responsibility, and the self-confidence necessary for success in college and life in the 21st century.

Goals:

Provide 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 to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03, A2.04)

Provide a positive school climate, under CMS regulation. JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)

Provide Duty Free Lunch. All schools are required to provide a minimum of 30 minutes for duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a)

The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 3.3 % in SY2021-22 to 14.2 % in SY2022-23 and 25% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 7.9% in SY2021-22 to 4.0% in SY2022-23 and 0.0% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

The percent of graduates earning a state high school endorsement will increase from 12% in SY2021-22 to 43.5% in SY2022-23 and 75% in SY2023-24. (Aligns to A4.16 and CMS Goal 3)

The percent of students reporting a positive self-perception of their engagement will increase from 20% on the Fall 2021 Panorama Screener (in Grades 6-12) to 30% in SY2022-23 and 40% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

We will continue to maintain a graduation rate >66.7% in 2023-24 (68% in 2022-2023). (Aligns to A4.10)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

High expectations for all staff and students

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of June 2023 we made significant progress on this goal, but did not fully meet it. Through on-going professional development, and administrators' classroom walkthrough feedback, faculty will be provided with progress monitoring toward how and why to effectively employ classroom management.</p> <p>As of June 2023 the successes we experienced related to this indicator in meeting our goal were: Implementation of the schoolwide 1. P (Positive Interactions)R(Respect)I(Individual Accountability)D (Dedication)E(Excellence) Behavior Success Expectations initiative. 2. Student Engagement increased evidenced by classroom walkthrough data 3. 30% Decrease in student discipline referrals in Educator Handbook</p> <p>As of June 2023 the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to the indicator is that a large amount of WCHS student population faced trauma during the COVID epidemic, such as isolation, depression and the death of loved ones. The process of getting them back into the school and classroom mindset and learning environment has been a struggle.</p> <p>As of June 2023 the opportunities that exist to address these challenges for the 2023-2024 school year is to continue teacher professional development on how to employ effective classroom management; Schoolwide initiative to join PTSA;</p>	Limited Development 09/14/2022		

How it will look when fully met:	When fully implemented 100% of teachers will employ effective classroom management skills, students will be more responsive, engagement will be high in each course and there will be limited to no referrals. We will use the following as evidence of the objective being fully met: formal and informal observations, student engagement data, assessment data, EOC scores, a 10% decrease in student discipline referrals resulting in ISS or OSS. One of the resources used to improve classroom management skills will be the No Nonsense Nurturer Framework which will be paid for by using Title I funds.		Orlando Robinson	06/15/2024
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Actions		0 of 1 (0%)		
9/12/23	Classroom rules and procedures are shared with scholars at the beginning of the year. Teachers utilize the CMS Code of Conduct as well as the PRIDE Success expectations to share with scholars the expectations of them and share their classroom rules during the first week of school. There are varied levels of skill sets when it comes to effective classroom management at West Charlotte High School. Therefore, Teachers will build best practices in each classroom to support academic growth and minimize behaviors. PRIDE Behavior expectations provide the baseline for behavioral success at West Charlotte High School to support building excellence in classroom management practices, classroom systems and procedures, as well as building a positive classroom community. (SEL, OSS)		Adrienne Wynn	06/15/2024

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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:

As of June 2023, this goal is unmet and remains ongoing. We made progress on this goal. As of June 2023, we had met or exceeded the number of scholars in Math I, Math III, Biology, and English II that were projected to be Grade-Level proficient based upon 1st semester EOC end of semester data. End of year grade level proficiency for Math I was 16.8% and end of year career and college readiness for Math I was 4.3% up 3.6% points and 1.1% points respectively. Additionally, some of the successes experienced with regard to this indicator are as follows. In the 2022-2023 school year, there were 109 documented walkthroughs that teachers received feedback on. One of the elements that teachers received feedback on was around alignment to standards.. The successes that we experienced with regard to this indicator is that there were 15 beginning teachers that received weekly coaching sessions and 16 staff members that received intentional coaching from a member of the Administrative and leadership team. Support provided to instructional teachers included feedback around lesson planning, alignment, and data analysis. Additionally, another success was that all early release days were used for extended planning time for teachers to engage in data conversations, lesson planning, and PLC collaboration. By the end of the second semester, the majority of core content area PLCs were meeting twice a week on Tuesdays and Thursday engaged in conversations and action-planning around standard-aligned units of instruction. Some of the challenges that exist within this indicator is the extent to which all staff members understand how to fully utilize assessment data to drive instruction and to utilize assessment platforms like MasteryConnect to disaggregate data and plan for instruction. An additional challenge that existed this year is building the capacity of all staff to recognize strong alignment between assessment and lesson planning. The opportunities that exist within this indicator for next year are to build the capacity of our instructional staff to engage in backwards planning and develop standard-aligned units earlier on in the semester so that pacing guides and assessments are created prior to the start date.. Additionally, opportunities that exist within this indicator are to continue to employ our instructional coach from UNCC, to continue to build the capacity of more staff members to provide instructional coaching to staff members. Next year, core content areas will have department-wide planning periods that will create greater opportunities for teams to create standards-aligned instruction for content.

Limited Development
09/29/2022

<p>How it will look when fully met:</p>	<p>When fully met, all teachers and all PLCs will plan lessons that meet or exceed the rigor level required by the NC Standard Course of Study. Walkthrough and observation data will show students engaged in aligned, grade-level or above content in all areas. Teachers will know what students need to be able to Know, Understand, and Do in order to meet the rigor of the given standard. All PLCs will backwards plan for the entire semester and will know what each assessment looks like before starting the given unit that a lesson is within. PLCs will implement data-driven instruction with fidelity and complete instructional action plans after each common assessment in order to analyze misunderstanding, gaps, and standards that are not yet mastered in order to reloop to those standards to ensure mastery. Student achievement on state assessment and common assessments in all areas will show mastery of standards through proficiency and growth scores exceeding expectations when available.</p>		<p>Orlando Robinson</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>9/29/22 Designate an instructional coach with the capacity and knowledge of backwards planning, lesson design and delivery, and data-driven instruction to work side by side with teachers in each Professional Learning Community to build the capacity of PLC leads in these areas and support daily instruction, assessment creation, planning, and weekly data analysis.</p> <p>(Math I, EVAAS, Endorsement, ESSR funded Math Differentials)</p>		<p>Vickie Ruff</p>	<p>01/31/2024</p>
<p><i>Notes:</i> Each Administrator is responsible for a specific content area and its associated PLC, teachers, and facilitators. It is the expectation that Administrators are supporting the facilitators and content area coaches in these designated areas and are building the capacity of PLC leads in lesson design and delivery and data-driven instruction. Additionally, there are coaching caseloads for 10.11.22 - Beginning Teachers and each Admin has 1-2 individuals they are coaching, in addition to their normal responsibilities. Administrator responsibilities have been finalized and Administrators are working hand in hand with facilitators and Department Chairs/ILT members to ensure that there are clear lines of support and capacity-building in all departments and reas.</p> <p>11.15.22 - Training has occurred around Get Better Faster Coaching</p>				

Protocol for all members of the Administrative Team and each Administrator has been assigned an instructional team member or student services team member to coach. Coaching expectations have been reviewed and the model for coaching has been established. Coaching meetings have already started in many ways as Administrators and Department Chairs and ILT members support members of their team, but the Get Better Coaching protocol will be used specifically with individuals that are being coached but can also be used informally in coaching conversations as well.

12.13.22 - Coaching has started and Administrators are providing weekly or bi-weekly instructional coaching to teachers and support services at West Charlotte. Training was delivered on giving effective feedback to members of the Administrative Team and the Get Better Faster protocol is being used. Additionally, each member of the Administrative Team is expected to attend the weekly PLC of the content areas that they support. In these PLC meetings, support around curriculum planning, data, lesson planning, and engagement is given and teachers are supported through this direct support.

1.10.23 Coaching is being provided to teachers through the Get Better Faster protocol and feedback is being given through coaching meetings by Administrators. Additionally, PLCs are meeting weekly and at the most recent ILT meeting, it was shared that the expectation for all PLCs is that they are meeting twice a week (Tuesdays and Thursdays) - one for instructional planning, and the other for Data Driven instruction. As we move into Semester 2, the instructional focus will be around student engagement and we will utilize the Data Use for School Improvement Team to ensure that PLCs know how to effectively utilize data after common interim assessments.

3.5.23 - At the November ILT meeting on November 7th, MTSS was discussed along with attendance, credit recovery, and tutoring. Updates were shared from the instructional effectiveness committee and the plans shared for Department PD on November 16th with EVAAS PD occurring for EOC teachers. We also reviewed the PD from October by each Department and each Department Chair had an opportunity to share with one another. Input was gathered from ILT on a number of topics related to scholar movement and December whole school PD was discussed - the topic will be test-taking strategies. A brief overview of the Master Scheduling process was also shared with Department Chairs to share about their role in the scheduling process.

4.18.23 - Instructional Coaching continues to be delivered weekly or biweekly to staff members designated by the Administrative team. This consists of weekly meetings using the Get Better Faster Framework for classroom teachers and/or close progress monitoring/coaching for those coaching staff members that are a part of the Student Services team. Adjustments have been made to coaching caseloads at the semester end based upon progress and data. Some staff members have been added to coaching caseloads and others have been removed based upon data and thinking about next year as well. Additionally, members of the ILT have begun walkthroughs to support members in their Departments and provide instructional feedback through our school wide electronic walkthrough form.

Coaching continues at West Charlotte. Coaching caseloads have shifted based upon the individual needs of teachers, departments, and quantitative and qualitative data. Coaching continues to occur with both teachers as well as instructional support staff members. Over 36 staff members have been coached and 15 with our partnership with UNCC. Coaching conversations occur weekly or biweekly depending on the need of the staff member. Coaching will continue until the end of the school year. Teachers and support staff have expressed positive feedback to the ongoing coaching that is occurring both by the administrative team, instructional support staff that serve as coaches, as well as our beginning teacher support coach.

6.11.23 - Ongoing instructional coaching for staff will continue until the next school year

9/29/22

PLCs meet twice a week and utilize this time to review pacing guides, plan for instruction, complete data analysis and create and revise common assessments for future units.

PLC leads will use a common agenda template and ensure that there is 100% participation of all team members and that responsibilities are distributed evenly and that all members have a role to play in the PLC. (Math I, EVAAS, Endorsement)

Angela Walker

06/15/2024

Notes: 10.11.22 - At the October ILT meeting on October 3rd, Department Chairs were notified of the expectation around PLCs and Instructional Action Planning template to be used after a common interim assessment is given. MasteryConnect trackers have been setup and are aligned to CMS District Curriculum Maps

11.5.22 - Administrators attend each PLC meeting in all core content areas.

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12.15.22 - PLC meetings are consistently happening at least once a week in all areas and twice a week in tested subject areas (Math I, Math III, English II, and Biology). For the EOC areas, all EVAAS projections have been shared with PLCs and they are using this data to progress monitor the students on their rosters.

Department Chairs were introduced to the West Charlotte Instructional Way and will be doing more work with this starting in January in defining and outlining actions and behaviors that are in alignment with the West Charlotte instructional way. 3 buckets were decided on - Planning for Instruction, Lesson Delivery, and Instructional Action Planning

1.10.23 - Our EOC content areas meet twice a week on Tuesday & Thursdays and an effective practice we have seen is utilizing Tuesday for instructional planning and having content-specific conversation and utilizing Thursday for data conversations. The PLC Agenda template and the PLC instructional action planning template were reviewed by the Instructional Leadership Team that will continue to be used in 2nd semester. Each PLC in tested content areas will also fill in the Data

Snapshot so we can continuously progress monitor where we are in each EOC area.

At the January meeting, each Department utilized information from the West Charlotte Instructional Way to define the Instructional Way for their individual departments and will utilize the Instructional Way to inform instructional planning within PLCs and use of data.

2/8/2023

PLCs are meeting twice a week engaged in both data-planning and instructions. Adjustments were made to teacher schedules based upon data from first semester. Administrators have mapped out specific % and numbers of scholars needed in order for us to reach our school improvement goals in Math I, Math III, Biology, and English II.

3/5/2023

PLCs are meeting twice a week engaged in both data-planning and instructions. Adjustments were made to teacher schedules based upon data from first semester. Administrators have mapped out specific % and numbers of scholars needed in order for us to reach our school improvement goals in Math I, Math III, Biology, and English II. Ms. Caceres and Mr. Metters (Family Advocates) are attending EOC PLCs to document scholars with attendance issues and reach out to provide interventions and support to improve attendance, or find out where the scholar is. Core content PLCs met with the Data Use for School Improvement team in February to engage in professional development around utilizing assessment data to drive instruction.

4/18/2023

PLCs are continuing to meet twice a week with a laser-like focus now on end of course testing and preparing scholars for end of course tests that will occur in June as well as final exams for non-EOC courses. PLCs are analyzing data from the midterm and from Q3 to determine next steps and actions needed to be taken prior to the end of the year. PLCs continue to share information with school counselors, social workers, and family advocates in order to support scholars with attendance issues in their courses.

6.11.23 - Ongoing training to build capacity within all PLCs

9/29/22 Utilize early release days for instructional content planning and review and action-plan around common-interim assessment data. Employ extended employment for breakdown (KUD) of standards among PLC teams to create opportunity for increased rigor and clarity around standards entering the school year .
(Math I, EVAAS, Endorsement, FAM S-29)

Vickie Ruff

06/15/2024

Notes: 10.11.22 - We had our first early-release day of the year. This particular day fell on the 3rd Wednesday of the month and therefore was used for our first professional development department meetings. Departments/ILT members facilitated PD related to community building, culture, and relationship building. Instructional action plan template was shared and feedback was gathered on it at the October 5th ILT meeting.

11.15.22 - We had our 2nd early-release day that was used for instructional action planning and finalizing grades. Staff were directed to utilize this time to complete an MTSS survey around attendance, behavior, and academics and also were instructed to call parents of scholars in danger of failing grades. Teachers were to use this time to complete outstanding “to do list” items such as SafeSchools training and instructional planning for Q2.

2.8.23 - Our next early release day is March 8th. After lunch is served from 11:30-12:30 and committee meetings from 12:30-1:30, this day will be used for individual instructional planning time from 1:30 - 3:30 and any necessary ACT makeup training for teachers. Teachers will meet in their content area teams to analyze assessment data, plan for instruction, and discuss effective instructional strategies.

3.5.23 - Our next early release day is March 8th. After lunch is served from 11:30-12:30 and committee meetings from 12:30-1:30, this day will be used for individual instructional planning time from 1:30 - 3:30 and any necessary ACT makeup training for teachers. Teachers will meet in their content area teams to analyze assessment data, plan for instruction, and discuss effective instructional strategies.

4.18.23 - West Charlotte HS had its last early release day on March 8th.

6.11.23 - Ongoing professional development around data analysis and the use of the instructional action planning template

Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		<p>As of June 2023, preliminary student Math I data indicates that we are progressing toward student achievement. West Charlotte High School's goal was to increase Math I CCR from 3.2% to 14%. EVAAS projection for GLP in Math I was 1.8% and 0% for CCR. Unofficial results for Math I GLP is 16.8% (up 3.3% 2021-2022) and CCR is 4.3% (up 1% 2021-2022). To meet the needs of our Math I students, there were 183 Branching Minds tiered plans created for students (67 Tier 2 plans and 116 Tier 3 plans). Student attendance also impacted the ability for teachers to deliver instruction. The daily average membership increased by 6.75%, average daily attendance increased by 3.65%, and chronic absenteeism decreased by 9.88% in relative comparison to the 2021-2022 school year.</p> <p>West Charlotte High School implemented tiered interventions through the launch of ROAR Time as it was utilized to meet the needs of all students. Teachers met with students for 25 minutes each day based on their block schedule. Teachers also provided tiered instruction through after-school tutoring OSTT (Out of School Tutoring Time) and Saturday EOC Blitz. Extended employment time was allowed for teachers as they provided students with small group instruction to meet students' individual needs. In addition, students needing additional time to complete assignments in Credit Recovery were provided. Monthly MTSS meetings were held, student instructional and behavioral data were reviewed, and Tiered Intervention plans were developed in Branching Minds for students needing additional support with Math I.</p> <p>Inconsistencies in data tracking in the Branching Minds platform proved to be a challenge. Although tiered intervention plans were created, teachers did not always follow up with inputting data and/or tracking student academic or behavior progress as updating progress in Branching Minds was not done consistently.</p> <p>Opportunities for MTSS and Branching Minds PD will prove to be beneficial for Math I teachers. Behavior progress monitoring will also need to be established and monitored. In addition, for the 2023-2024</p>	Limited Development 09/29/2022		

school year, there will be a group of teachers in English and Math trained on how to properly monitor students with plans in Branching Minds. Progress monitoring of students in Credit Recovery will need to be revamped.

How it will look when fully met:

At tier 1 ALL teachers will provide instruction 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.

West Charlotte will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. Students who are not making progress based on the strategies and support they have received will be referred to the MTSS team for (Tier II) support. Teachers will be assisted in the implementation and monitoring of classroom based Tier 2 interventions. Tier II interventions will be provided in a group setting to identified students. Progress of students will be monitored to determine if support given needs to be modified, intensified (Tier III) or if a referral needs to be made for EC evaluation.

A tier 3 targeted intensive intervention system will be implemented for students who have failed one or more courses within a 9 weeks period.

Students will receive necessary supports and upon evidence of growth and proficiency/progress they can exit back into Tier 1/Core level settings.

9-12 Literacy Standard Protocol

https://docs.google.com/spreadsheets/d/1jgDMJZXJxGp7sqTPeWTeEgZ02FqG7_avMQWEqrrP0nc/edit#gid=1544908605

9-12 Math Standard Protocol

https://docs.google.com/spreadsheets/d/1jgDMJZXJxGp7sqTPeWTeEgZ02FqG7_avMQWEqrrP0nc/edit#gid=187784141

Orlando Robinson

06/15/2024

Actions		0 of 5 (0%)		
9/12/23	By midyear, students who are not making progress (FOM 1/Math 1) based on the strategies and support they have received will be referred to the MTSS team for (Tier 2) support. (Math I)		Yvette Hubbard	01/31/2024
<i>Notes:</i>				
9/12/23	By midyear, the MTSS team members will consist of family, community partners, teachers, and support staff to discuss student progress in Math I. The team will meet regularly and have meeting agendas with minutes and have identified roles. (Math I, FAM-S 3)		Yvette Hubbard	06/15/2024
<i>Notes:</i>				
9/19/23	Within the 2023-24 school year, our TSI school will implement the following evidenced-based intervention, implementation of the One-to-One initiative with access to increase student access to instructional resources and tutoring after school hours to increase overall performance of students with disabilities.		Yvette Hubbard	06/15/2024
<i>Notes:</i>				
9/19/23	Within the 2023-24 school year, our TSI school will implement the following evidenced-based intervention, engage in RELAY/NCILA professional development to increase leader capacity around instructional best practices to increase overall performance of multilingual learners.		Yvette Hubbard	06/15/2024
<i>Notes:</i>				
9/29/22	Teachers will differentiate and use a tiered instructional system based on data to support whole group, small group, and individual interventions. (EVAAS, FAM S 3)		Melissa Hinchman	06/15/2024
<i>Notes:</i> 10/11/22 Calibration walkthroughs were conducted by the admin staff to ensure alignment of instructional expectations within the classroom. A formal observation schedule was created and the administration team is currently completing formal observations and walkthroughs to provide teachers with actionable feedback and best instructional practices within the classroom. Each admin has selected at least one teacher to coach/support. Admin have identified teachers that will receive				

coaching through UNCC. To help foster relationships and build rapport within the classroom all new teachers along with other identified teachers will be required to attend No-nonsense Nurturer training on 10/31. PLC's are currently meeting twice a week to plan standards based lessons, develop/ modify common formative assessments, develop in-class intervention plans in alignment with data analysis, and create academic plans to best support academic achievement. 10/26-Early Release day has been identified as an EOC instructional planning day.

11/14/2022

First round of formal observations have been completed. Walkthroughs are currently being conducted using the Instructional Walkthrough Form. On Monday, November 14th, the admin team began training on the Get Better Faster model. A school-wide Walkthrough by the admin team is scheduled for Wednesday, November 16, 2022.

12/13/2022

Second round of formal observations has begun. Weekly walkthroughs are also being conducted and teachers are receiving feedback via the Walkthrough Google Form. The qualtrics form is also being completed as required by the Learning Community/District. The administrative team has been assigned individual staff members to coach and provide intentional feedback to ensure visible professional growth. Coaching is expected to occur weekly and is documented in a Google folder. Instructional focus time is shared during monthly staff meetings. Staff members receive and participate in evidence-based instructional strategies.

1/4/2023

Second round of formal observations are continuing. Teachers are receiving feedback using the Google Walkthrough Form and observations. During the December 7th staff meeting, content lead teachers provided professional development on evidence-based instructional strategies and the importance of increasing student engagement. Walkthroughs continue to be a point of reference for the administrative team and the next steps for staff professional development. In addition, an MTSS survey was sent out to the staff on December 12th to get a pulse check on future professional development inquiries. Teachers responded with inquiries on planning and aligning instruction for differentiation, data driven problem solving, implementing student data tracking with fidelity, and using

instructional data for differentiation and interventions. Future professional developments are being strategically planned to address the areas of instructional needs. There are currently 971 students enrolled in math courses at West Charlotte High School. Based on the school's Navigator Portal Comprehensive Data Dashboard Report, 29% (450) students are currently failing math. There are currently 940 students enrolled in an English course and 19.7% (305) students are failing. There are 769 students enrolled in a Science course and 20% (310) students are failing. Evidence-based instructional strategies and student engagement are two factors that continue to drive the weekly instructional walkthroughs. Second semester, the administration team will continue to provide effective feedback using the walkthrough forms and qualtrics while using the feedback data to drive targeted instructional professional development needs for the school.

2/8/2023

Mrs. Graham, our new math lead administrator, is currently completing walkthroughs with Principal Robinson. Mrs. Graham will also complete the second round of math observations. The MTSS academic team along with the school administration team met to discuss the first semester Math I, English II, and Biology data. Based on the Navigator Portal Unofficial Test Data, 86% of students enrolled in EOC courses completed their EOC assessments. 29.7% of the students were proficient (Levels 3, 4, 5) and 16.8% (Levels 4 & 5) of the students scored college and career ready. (Math I - GLP increased from 13.5% to 16.5% and CCR from 3.3% to 5%; English II - GLP

3/14/2023

Mrs. Hinchman, Expanded Impact 2 Teacher, has joined the Math Department and is currently teaching and coaching Math 2 and Math 3 teachers. In addition, Mrs. Hinchman provides the math department with instructional support by helping math teachers dive deeper into their student assessment data, instructional strategies during PLC meetings, and creating math anchor charts for the team to display in their classrooms. Mrs. Hinchman is supported by Mrs. Graham, Assistant Principal and Math I Instructional Coach. Third round math observations are currently being conducted by Mrs. Graham and Principal Robinson. Weekly Instructional Walkthroughs are also occurring by the school's instructional administration team with the student engagement and high levels of instruction are at the forefront. All teachers receive feedback through the Instructional Walkthrough Form or the district's Qualtrics Form.

4/17/2023

Third round observations continue to be completed by the school administration team. Peer observations and walkthroughs are also underway. Coaching by core department chairs as well as end of quarter report card data analysis are assisting teachers in understanding and applying next steps to successfully address student attendance, engagement, and instruction. School administrators are meeting with teachers to help them reflect on their current instructional practices to ensure a successful remainder of the school year.

6.5.23 - Ongoing professional development around Tier 1 instruction will continue into next year.

	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 2023, data shows that overall the goal is unmet and some actions will continue in the next school year. Panorama Survey data reflects that 46% of male students and 53% of female students participated in the survey. The grade level data reflects that 39% of 9th graders, 28% of 10th graders and 18% of 11th graders responded to questions about social-emotional skills. Spring Panorama data reflects success. We met our goal of 30% of students reporting a positive self-perception of their engagement. Our data increased from 20% on the Fall 2021 Panorama Screener to 30% on the Spring 2022 Panorama Screener this school year (aligns with CMS Guardrail 3). Schoolwide discipline data reflects that as of June 2023, 32% of schoolwide referrals resulted in Out of School (OSS) suspensions and 51% resulted in In School Suspensions (ISS). As of June 2023, chronic absenteeism for students in grades 9-12 is 48.8%.</p> <p>As of June 2023, the successes we experienced in meeting this goal included the collective brainstorming and creation of protocols for the design and location of the Reflective “Belonging” Cultural Wall/Collage for each floor. In addition to “Wellness Wednesday” activities, teachers and scholars received surveys that helped them gauge how they process understanding and display a sense of belonging. This will ensure they are developing a strong character and resilience to succeed</p>	Limited Development 09/29/2022		

in all aspects of life and are able to compete successfully in a global economy while making positive contributions for the greater good. We implemented the “WCHS Belonging Toolkit” containing 50 strategies to create a community. We implemented SEL into classroom lessons and worked to increase a sense of belonging in the school. The toolkit captured these as well. We also worked to strengthen classroom management through engagement, motivation and teaching strategies as well as restorative practices. Reflective articles were shared weekly with all staff during the first semester regarding the WCHS belonging toolkit. We experienced success with our short-term ISS room that was created to reduce the number of long term ISS and out of school suspensions. Another success we experienced this school year as a result of our actions is a 10% increase in student participation in state EOC testing.

As of June 2023, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator are consistent schoolwide implementation of Wellness Wednesdays and SEL Canvas Modules. Implementation of these resources with fidelity will build the capacity of teachers implementing this curriculum. This goal is unmet and will continue to be a focus for the upcoming school year with staff engaging in Professional Development around consistent implementation of SEL. We are still working to implement strategies to create community, implement SEL into classroom lessons and increase a sense of belonging in the school for all. In addition, we are working to strengthen classroom management through engagement, motivation and teaching strategies as well as restorative practices with fidelity.

There are opportunities that exist within this indicator for the next school year. Staff will engage in a June curriculum session and opening of schools interactive sessions around “The West Charlotte Way.” All faculty and staff were given a copy of the document that focuses on creating and sustaining an Expectation of Excellence in our culture and “how we do things.” Administrators, student services and other faculty/staff will engage in site-based summer PD that will include a focus on engagement, culture/climate, increasing a sense of belonging and building strong trusting relationships. At least 30 staff members will attend a “Get Your Teach On” PD this summer with a laser focus on motivation and engagement in the classroom across multiple school wide core and non-core departments. Several teacher leaders and administrators will also attend an IB training PD and UnBound Ed PD that focuses on the mindsets, planning, and instructional actions

required for implementing engaging and meaningful teaching and learning. Goals and actions focused on staff and student collaborations were met, but we will continue to provide opportunities (surveys, activities, events, planning sessions) to continue our focus on effective strategies with new students and staff for the upcoming school year. The Roar Time intervention block was eliminated for the 4th quarter, but Wellness Wednesdays continued. We plan to continue our intervention-based Roar Time and Wellness Wednesdays for the next school year in our master schedule. This will allow for students to engage in conversations about a concept related to social-emotional learning and wellness. Although Spring Panorama data reflects success in meeting our 30% engagement goal, we will continue our actions around engagement to meet our goal of 40% next school year.

Priority Score: 3

Opportunity Score: 1

Index Score: 3

How it will look when fully met:

West Charlotte High School has implemented the shared SEL Canvas Modules during Semester 2 of the 2022-2023 academic year to teachers and they have been completed SEL activities in classes with scholars; Teacher/Staff Surveys on What belonging means to them have been distributed/completed/assessed; Scholar Surveys on Teacher-Student relationships allowing scholars to reflect on their feelings; Completion within classes by teachers with scholars detailing 50 Strategies to Increase Belonging, Create Community, Strengthen SEL/Belong, and Strengthen Classroom Management; Completion of the West Charlotte High School Reflective Scholar/Teacher/Staff “Belonging Wall Collages” for each floor in conjunction with the Visual Arts Department...

Orlando Robinson

06/15/2024

Actions

0 of 6 (0%)

9/12/23	<p>Implement strategies to create community and SEL into classroom lessons with a focus on a sense of belonging in the school. Provide support for teachers to incorporate brief mindfulness or reflection exercises at the beginning or end of lessons.</p> <p>(SEL / SELF EFFICACY, FAM-S 30 and 31)</p>		Brenda Cofield	01/31/2024
<i>Notes:</i>				
9/29/22	<p>Implement the shared SEL Canvas Modules with activities accessed by teachers enrolling in the SEL Canvas Course (Sem 1-2023-2024) (SEL, Disproportionality)</p>		Tulani Vaughn DOE 10/22	01/31/2024
<p><i>Notes:</i> 10.11.22 - The SEL Canvas modules have not been rolled out yet. However, a date has been set for the Panorama survey that will be given to measure and gather data around social-emotional learning and state. This data will be used as the rollout and implementation is planned for SEL Canvas modules.</p> <p>11.15.22 - The SEL Canvas modules have not been rolled out yet. The Panorama survey was given to students on 10/19/2022. The data was made available on 11/4/2022. The data will be used to plan the SEL Canvas modules to be rolled out next semester.</p> <p>10/11/2022 The SEL Canvas modules have not been rolled out yet. However, a date has been set for the Panorama survey that will be given to measure and gather data around social-emotional learning and state. This data will be used as the rollout and implementation is planned for SEL Canvas modules.</p> <p>11/15/2022 The SEL Canvas modules have not been rolled out yet. The Panorama survey was given to students on 10/19/2022. The data was made available on 11/4/2022. The data will be used to plan the SEL Canvas modules to be rolled out next semester. Released data summary can be found here.</p> <p>12/13/2022 SEL is being planned for implementation in January of 2023. Wellness Wednesdays have been planned for social-emotional learning that will</p>				

consist of content from Seven Mindsets and from Community Circles. SEL Canvas Modules will be accessed to build the capacity of teachers implementing this curriculum.

2/8/2023

Wellness Wednesday has started and occurs every Wednesday from 7:15AM - 7:45AM. All scholars have a journal and there are planned modules that are facilitated during Wellness Wednesdays while scholars are in their homeroom. Teachers facilitate 1-3 slides that ground the conversation in a concept related to social-emotional learning and wellness, scholars journal about the topic, and a discussion is had among students and the teacher. Scholars have been observed having productive conversations around what wellness means to them and what self-identity means as well. Wellness Wednesday continues to be build out through the Canvas Course that all staff have access to.

3/5/2023

Wellness Wednesday has started and occurs every Wednesday from 7:15AM - 7:45AM. All scholars have a journal and there are planned modules that are facilitated during Wellness Wednesdays while scholars are in their homeroom. Teachers facilitate 1-3 slides that ground the conversation in a concept related to social-emotional learning and wellness, scholars journal about the topic, and a discussion is had among students and the teacher. Scholars have been observed having productive conversations around what wellness means to them and what self-identity means as well. Wellness Wednesday continues to be build out through the Canvas Course that all staff have access to. ROAR Time will be eliminated in Q4 but Wellness Wednesday each Wednesday will remain.

4/18/2023

Wellness Wednesday continues to occur each and every Wednesday. West Charlotte has additional partners that come and work with small groups of students each Wednesday during Wellness Wednesday time. Students are utilizing their journals on Wellness Wednesday and content is published each week for teachers to use to facilitate Wellness Wednesday conversations and lessons with students.

6.5.23 - Professional development will be facilitated around consistent implementation of SEL next school year.

	9/5/23	Create a dedicated workshop series to teach emotional regulation and coping strategies for students. Provide support for teachers to initiate regular one-on-one or small group check-ins with students to discuss their emotional well-being. (SEL, OSS)		Tulani Vaughn DOE 10/22	06/15/2024
	<i>Notes:</i>				
	9/5/23	Share resources and strategies for fostering open conversations about emotions at home with families. Create a digital hub or physical resource center where teachers, students, and parents can access information about emotional well-being, coping techniques, and local mental health services. (SEL, OSS)		Tulani Vaughn DOE 10/22	06/15/2024
	<i>Notes:</i>				
	9/13/23	Implement a 3 Tiered Attendance Plan to decrease the chronic absentee rate by 30% from the 2022-2023 school year. (SEL, EVAAS) https://docs.google.com/document/d/1XB2cSBKJyd0LMHyuP58-yaYZHPPC0rIL3B8rwBtM03M/edit		Yvette Hubbard	06/15/2024
	<i>Notes:</i>				
	9/26/23	Tier 1 behavior core walkthroughs will occur to check each classroom for school-wide behavior matrices. Tier 1 implementation of school-wide expectations will be evident through classroom instruction, student-teacher relationships, and the amount of discipline referrals. (SEL, OSS, FAM S 31)		Tulani Vaughn	06/15/2024
	<i>Notes:</i>				
Implementation:			06/11/2023		
	Evidence	6/11/2023			
	Experience	6/11/2023			
	Sustainability	6/11/2023			
	A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date

Initial Assessment:		The 2022 graduation rate was 63.4% and the 2023 graduation rate was 68%. With almost a 5% increase in the graduation rate in one year the was due to work in the following areas: focused interventions for off-cohort students, after-school tutoring to bridge the achievement gap, Saturday school geared to credit recovery, attendance team meetings to support students with irregular attendance and parameters to get back on track, implementation of tier 2 and tier 3 interventions during or after the school day, and home visits conducted by the attendance team to recover truant students. Based upon the progress that has been made within one year West Charlotte High School will continue to use these strategies and implement additional strategies to develop individual plans to monitor the progress of all students towards graduation. These strategies will intentionally tracks the progress of scholars to establish an early warning system for all scholars that are behind progress or missing credits needed for graduation. This system will also define and adopt indicators that will red flag academically struggling students and align interventions to promote student success which will ultimately increase the graduation rate.	Limited Development 09/05/2023			
How it will look when fully met:		West Charlotte High School will fully implement a system that monitors and tracks all scholars and has supports in place for those that are behind cohort. Using data trackers to progress monitor students in courses and providing additional interventions as needed the overall graduation rate will increase and fewer scholars will be behind cohort.		Vania Littlejohn	06/15/2024	
Actions			0 of 1 (0%)			
	9/12/23	Within the 2023-24 school year, our CSI-LG school will implement the following evidenced-based intervention, utilize a Graduation Coach to work with students, to increase student graduation rate. (Endorsements, Graduation Rate, Title I Funded)		Dejhon Collins	06/15/2024	
<i>Notes:</i>						
	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:

As of June 2023, current student academia and behavioral data indicate the need for continuing implementation of support for student transitions for grade-to-grade and level-to-level. The graduation rate increased from 64% in the 2021-2022 school year to 70% for the 2022-2023 school year. (This year's graduation rate is subject to increase as potential summer graduates are currently enrolled in Summer Credit Recovery.) Behavioral data indicates an increase in ISS by 91.9% and a decrease in OSS by 5.28% in relative comparison to the 2021-2022 school year.

West Charlotte High School's daily average membership increased by 6.75%, average daily attendance increased by 3.65%, and chronic absenteeism decreased by 9.88% in relative comparison to the 2021-2022 school year. Tiered plans were addressed via academic and behavioral initiatives such as ROAR Time, TAB (Tardiness, Absences, and Behavior), EOC Blitz, OSTT, Saturday School, Summer Bridge, Credit Recovery, Attendance Recovery, Initial Coursework through NCVPS, and Wellness Wednesdays. These initiatives will continue to assist students in academic and behavioral progress. In addition, the GSI Senior data reports will continue to be reviewed by the counseling department and the student services department to ensure Seniors stay on track towards graduation. EC meetings will continue to be held to review and initiate plans as students continue to progress or demonstrate a need based on MTSS student-tiered data. We also initiated

Challenges have been identified in the student engagement and attendance of various Tiered 2 and Tier 3 behavioral and instructional support. Revamping the ROAR instructional time will assist in meeting students' Tier 2 and Tier 3 needs.

Opportunities will continue by creating GSI reports for Freshmen, Sophomores, and Juniors to track their progression towards graduation. Counselors, grade level administrators, and the Student Services PLC will collaborate while keeping parents abreast of student progress.

Limited Development
09/29/2022

<p>How it will look when fully met:</p>	<p>West Charlotte High School will fully implement transition meetings to address students' academic, behavioral, and SEL support. We will increase the attendance, promotion, and graduation rate to 95%. We will increase in Math I College and Career rate from 3.3% to 14.2% in 2023 to 25% in 2024 (as indicated by the 2024 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.</p>		<p>Orlando Robinson</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>9/12/23 Implement a variety of after-school and extended day program that support student transitions from grade-to-grade and level to level.</p> <p>Implement Out of School Time Tutoring (virtual or in-person) to students needing additional instructional support. Students will have 3 hours of direct tutoring from tutoring vendors (ICP-Individually Customized Programs, Princeton Review, and CharMeck Ed) per week. High School Credit Recovery will be revamped to include additional time through OSTT and through the continued use of Edgenuity. Additional teachers will assist with tracking students data and provide direct communication partnership with students and parents. Attendance Recovery will also occur during OSTT to assist students with recouping instructional time. Students will sign up for dates and times (Monday, Tuesday, & Thursday)</p> <p>(Math I, EVAAS, Extended Day Funding, Title I)</p>		<p>Yvette Hubbard</p>	<p>01/31/2024</p>
<p><i>Notes:</i></p>				

9/12/23	<p>Implement effective transition strategies (e.g. Transition Meetings, counselor feedback, etc.) to promote scholar success to the next grade level.</p> <p>Transition meetings with school counselors for rising 9th grade students with IEP/504 plans will occur during the spring. Teachers with students with IEP/504/ML plans will be notified on a need-to-know basis annually. Opportunities for rising 9th grade students will be offered to students during the summer to prepare them for Foundational Math/Math I.</p> <p>(Math I, EVAAS)</p>		Dominga McKinney-Cofield	06/15/2024
<i>Notes:</i>				
9/12/23	<p>Implement intentional utilization of student data to provide attendance academic, behavioral, and SEL support for students level-to-level and grade-to-grade transitions using the MTSS model via Branching Minds and the Panorama platform.</p> <p>Student data will be consistently monitored and reviewed to ensure students are making progress to transition successfully to the next grade. Staff members will receive professional development on the MTSS model and the utilization of the Branching Minds platform for Tier 2 and Tier 3 academic/behavior interventions and data tracking as well as Panorama.</p> <p>(SEL)</p>		Yvette Hubbard	06/15/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	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. (5137)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of June 2023, this goal is unmet and remains ongoing. We made progress on this goal. At the beginning of the year, multiple leadership teams were established and met consistently throughout the year. The Instructional Leadership Team consisting of Department Chairs, Facilitators, and Instructional Support Staff met monthly to engage in conversations and planning around instruction, academic data, and major initiatives and planning for the instructional programs of the school. There were a total of 9 Instructional Leadership Team meetings. Additionally, a School Improvement Team was formed and consisted of 13 voting members of the SIT and consistently had 40+ attendees toward the end of the year and the last 4 SIT meetings. The School Improvement Team met to review implementation of effective practices and provide feedback on indicators and respective action steps that the school was taking to meet their School Improvement Goals. Some of the successes experienced are that WC Staff received instructional professional development once a month on a topic decided on by the Instructional Leadership Team. This year, a success around this indicator is an MTSS leadership team was established that reviewed behavior, academic, and attendance. Additionally, staff received departmental-specific Professional Development within their Department meetings once a month as well. Some of the challenges that existed within this indicator were ensuring that 50% of the school improvement team consisted of parents of WC scholars. It was a consistent challenge to have ample parent and family participation on our school leadership teams. There are opportunities within this indicator to engage more families and parents within the School Improvement Team process by recruiting incoming 9th grade families and parents to the School Improvement Team. Additionally, opportunities exist to increase the fidelity at which instructional PD is delivered and aligned to our school-wide vision and goals around student engagement. Next year, based upon classroom qualitative data, the focus will be on student engagement and the opportunity exists to create structures for increased fidelity around aligned professional development around student engagement.

Limited Development
09/29/2022

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the ILT is meeting regularly every month to review the implementation of effective instructional practices, school data, discuss academic progress, and student learning outcomes; which will be communicated to all stakeholders. All stakeholders including the School Improvement Team, the PTSA, MTSS Team, and ILT Team will actively participate in all school-wide initiatives and the leadership of the ILT will build the capacity and invest in individual departments to actively participate in all school-wide initiatives as well. When this indicator is fully met, ILT members will effectively coach and develop teachers in their individual departments to effectively implement the instructional strategies that will produce positive academic and behavioral outcomes for students in their classrooms. The actions will be monitored through observations, PLC data analysis, and surveys.</p> <p>The School Improvement Team meeting agenda minutes, as well as data collected from observations, assessments and surveys will be used to determine the implementation of effective practices. In addition, when fully met - the School Improvement Team will effectively drive progress toward our School Improvement Goals and the Goals and guardrails set by the CMS Board of Education.</p>		<p>Orlando Robinson</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
<p>9/29/22</p>	<p>Instructional Leadership Team will meet monthly (First Monday of the Month) to discuss and share instructional strategies and plan Instructional Focus for each Staff Meeting and the Departmental Professional Development during Department meetings for the 3rd Wednesday of the Month. (EVAAS, Math 1, Disproportionality, SEL, Endorsements)</p>		<p>Kevin Poirier</p>	<p>06/15/2024</p>
<p><i>Notes:</i> 10.11.22 - The ILT reviewed links to instructional resources, discussed relationship building strategies, OpenAccess, and AVID resources for use in classrooms. The ILT decided on the instructional focus for the October 5th staff meeting and department chairs/ILT members will be preparing professional development for the third Wednesday department meetings. A number of items were shared with ILT for feedback such as the report card reflection tool and the PD proposal process.</p> <p>11.7.22 - The ILT reviewed MTSS data regarding attendance and</p>				

suspensions, discussed the instructional focus for the November staff and department meetings, voted on book study options for amping up instruction, reviewed the one-page data snapshot document for dissemination to PLC leads, and weighed the viability of other logistics relevant to the day-to-day function of the school. The ILT also discussed the need to increase meeting frequency to twice each month (on the first and third Mondays). Items presented for feedback included the ZAPS (Zeros Aren't Permitted) initiative, incentives for increasing the school wide testing rate, and the master scheduling process for 2023-2024.

12.13.22 - The Instructional Leadership Team met in the month of December for an important meeting. The Instructional Leadership Team determined that it was necessary for the team to define the West Charlotte Instructional Way - outline, describing, and providing examples of the "way in which we do things" at West Charlotte High School. Three "Buckets" and categories were decided upon - Planning for Instruction, Lesson Delivery, and Instructional Action Planning. From there, ILT members rotated to each group providing the "What" and the "How" for each of these items to define how we do things at West Charlotte High School.

This will then be used at the January 4th PD to share with the entire staff. The Master Scheduling and registration process was introduced at ILT and the EOC Fall Testing calendar and information was shared. The December PD was reviewed by Mrs. Conner and Mrs. Roberts and Departments were instructed to begin thinking about their next Department-wide PD.

1/10/2023

The Instructional Leadership Team met on January 9th. The ILT reviewed the Instructional Way and the individual Instructional Way documents for each Department. The West Charlotte Way and the Instructional Way is our North Star that will guide what is taking place inside of classrooms at West Charlotte High School. The ILT reviewed the walkthrough form, walkthrough schedule and will be making revisions based upon our instructional focus for semester 2. The ILT also discussed PLC expectations moving into Semester 2 with the use of the PLC Agenda template as well as the instructional action planning template. ILT discussed ROAR Time and provided feedback on the MTSS process for semester 2. ILT also discussed instructional materials needed for semester 2. ILT discussed testing for first semester.

2/8/2023

The Instructional Leadership Team met in February and shared Departmental updates and celebrations from 1st semester. The professional development topics for March were decided and agenda items for February Department meetings were decided on. The Instructional Leadership team will meet in March to review the midterm schedule, share data updates and discuss PD for April. The Instructional Leadership Team and Department chairs are preparing for April when master scheduling will begin and Department chairs will play an integral role in developing the schedule for 2023-2024.

3/5/2023

The Instructional Leadership Team met in February and shared Departmental updates and celebrations from 1st semester. The professional development topics for March were decided and agenda items for February Department meetings were decided on. The Instructional Leadership team will meet in March to review the midterm schedule, share data updates and discuss PD for April. The Instructional Leadership Team and Department chairs are preparing for April when master scheduling will begin and Department chairs will play an integral role in developing the schedule for 2023-2024.

ILT provided feedback on the midterm schedule for the end of March as well as ROAR Time.

4/18/23

ILT met on April 3rd to share feedback on the final exam schedule and discuss Department meetings for April 19th. Updates were shared on the Master Schedule as well as updates from each Department and Rea within the school community among Department Chairs. ILT members reflected on their leadership and participated in a "START / STOP / CONTINUE" protocol to determine what next steps are needed in order to finish the school year strong. An update was also shared around course registration, summer curriculum planning, and a review of student engagement strategies.

Core Function:

Dimension B - Leadership Capacity

Effective Practice:

Distributed leadership and collaboration

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>As of June 2023, All teachers had instructional planning daily. Teachers utilized PLCs twice weekly to share and collaborate best practices of pedagogy and engagement strategies, as well as analyze data to monitor and adjust instructional practices. All staff members are assigned specific duties throughout the building and teachers have ninety minutes for planning. PLCs meet Tuesdays for instructional planning and Thursdays for data analysis planning. During observed PLC meetings, teachers are intentionally addressing interventions for all students. This includes students that need supportive interventions and rigorous, supplemental instruction. As of June 2023, Supplemental collaborative coaching sessions were developed to support teachers with instructional strategies and procedures. Coaching caseloads and procedures for 15 of our Beginning Teachers were established. Administrators receive updates from the UNCC Beginning Teacher Coaching program once a week to align support for Beginning Teachers. Additionally, each Administrator coached 1-2 staff members that fall under their responsibility. Theresa Walther oversaw our BTSP Mentee and Mentor list of 29 staff members. All peer observations were completed using the MyTalent system. As of June 2023, Master scheduling is done with common planning in mind. Teacher duties are distributed fairly and reflect their schedules to include 90 minutes of planning time. The master schedule for the 23/24 school year has been entered into powerscheduler. All core subject areas have been built with common planning.</p> <p>Successes: As of June 2023, teachers having instructional planning daily was successful allowing PLC leads to meet and collaborate through the school year to share team meeting agendas, resources, and strategies. PLC meetings occurred weekly. An assessment calendar was created and shared among PLCs to ensure aligned CIAs.</p> <p>Successes: As of June 2023, Supplemental collaborative coaching sessions were successful allowing 100% of beginning teachers to have a mentor and a coach for the 2022-2023 school year. Coaching strategies increased the amount of student engagement in the classroom. As of June 2023, our current load rate is 83.46%. We have until the end of June to make final adjustments before YET. Our goal is 95% or above. We are on track to complete this goal.</p> <p>Challenges: As of June 2023, The challenge is providing support to current and new PLC leads. School is working to have a common</p>	Limited Development 09/29/2022		

meeting agenda as a template for all PLCs. We would like to have an instructional leadership team member assigned to each PLC to provide support to the lead in leading the PLC. As of June 2023, to some teachers these overlaying coaching and mentor sessions can feel overwhelming at times. As of June 2023, while completing the master schedule build process one of the state reports was not operational. This is due to a powerschool issue at the state level. This delays the data analysis options for optimizing the master schedule load request.

Opportunities: As of June 2023 the opportunities that exist will focus on the master schedule and room locations. Planning for 2023 -2024 has begun with the reorganization of room assignments. Teacher rooms will be assigned by departments. This will allow departments to plan together and work together throughout the day. Admin will also reorganize support staff office locations to maximize support to their departments. This reorganization of rooms will maximize the coaching and mentoring support that can be given to staff maximizing the full amount of planning times. Within the master schedule core departments will have common planning built into their schedule.

EOC Composite Data: Grade Level Proficiency (GLP) - % of Students at Achievement Levels 3/4/5 =36% with 86.2% tested

EOC Composite Data: College and Career Readiness (CCR) - % of Students at Achievement Levels $\frac{4}{5}$ = 15.5% with 86.2% tested

<p>How it will look when fully met:</p>	<p>Each PLC will meet one to two times a week to discuss unpacking standards, unit plan, instructional strategies, and student data. All documents are uploaded to the Google Drive. During each PLC meeting, the members will ensure a focus on learning and establish a results orientation by determining "what is it that students must be able to know, understand, and do?", "How will we know when students have learned it?", and How will we respond?"</p> <p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • Implementation of district curricula with integrity • Evidence of the Core Actions • Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach • Collaborative PLCs with lessons and strategies being modeled regularly • Differentiation and scaffolds planned intentionally • Common vocabulary and academic language being used • Discussion around standard-alignment and what mastery looks like • Student growth and achievement data should be increasing for all subgroups without gaps <p>100% of teachers will be provided planning time.</p>		<p>Orlando Robinson</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
	<p>9/12/23 All PLCs will have a "Data diving procedure" that shows the process in which each PLC has decided to disaggregate data consistently. The process should entail how data is tracked, assessed and used within next steps to help reach growth upon the next assessment.</p> <p>(Math I)</p>		<p>Tracy Gaiten</p>	<p>06/15/2024</p>
<p>Notes:</p>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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>We created a goal to support instruction within the classroom by completing frequent calibration walkthroughs, by creating a culture of coaching and by monitoring the implementation of CMS's district grading policy. As of June 2023, based upon midterm data (MasteryConnect) that analyzed the % of scholars to score the necessary % correct to receive a III on the EOC - we are trending toward meeting or exceeding our goal. Math-I had 43% of S1 scholars have 46% or more correct. While this is proficiency data, the Math-I team also pulled their predictive EVAAS scores and is utilizing this to individually monitor the progress of scholars based upon their predicted percentile. In turn, based on first semester Math-I EOC data WCHS was projected to have 7 scholars GLP, the actual number was 23. Also, based on first semester Math-I EOC data WCHS was projected to have 0 scholars CCR, the actual number was 7. This was all based on just first semester data; we have a total of 360 scholars slated to take the Math-I.</p> <p>As of June 2023, the successes we experienced at West Charlotte include over 100 completed walk-throughs & calibrated walkthroughs by administrators this past school year. In addition, over 35 staff members were coached this school year. Coaching was done by West Charlotte administrators and our UNCC professional educational coach. As a school we successfully implemented our Report Card Analysis for, by the 3rd grade period over 90% of our staff completed their report card analysis. The Report Card Analysis form provided information from each teacher on the academic progress of each scholar. Conversations were held to ensure teachers are receiving adequate support and implementing appropriate strategies to meet the needs of the students.</p> <p>Math-I EOC Composite Data: Grade Level Proficiency (GLP) - 16.8%; Career and College Readiness (CCR)- 4.3% with 83.2% tested</p> <p>As of June 2023, the challenges we are facing are the implementation of the district's grading policy with fidelity by all staff members. We must continue to support and monitor our staff with this implementation. In regard to coaching and walk-throughs, because of staff turnover (number of displacements & End-of-Year Staff) the work and investment poured into staff we will need to continue.</p>	Limited Development 09/29/2022		

As of June 2023 the opportunities that exist to address these challenges for the 2023-2024 school year is to continue to invest in our staff, especially new staff members and help them internalize the West Charlotte Way. Provide ongoing PD to the admin team around effective coaching and finally we will work to hold the staff more accountable in adhering to the district's grading policy.

How it will look when fully met:

The Principal and Leadership Team are highly visible and regularly present in classrooms and PLCs.

Teachers receive meaningful feedback on their practice consistently from the principal and Leadership Team 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 Leadership Team engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice

Principal and Leadership Team provides tiered support for teacher individual needs

Administration implements informal observation cycles with feedback

In addition, walkthroughs by administration and Data Accountability meetings will result in increased opportunities to provide effective feedback and recommendations to improve instructional practices. Fully implemented, staff will have scheduled meetings with Data presentations for a Quarterly accountability, and receive verbal and written feedback to support Walkthrough observations.

Orlando Robinson

06/15/2024

Actions

0 of 3 (0%)

9/12/23	Calibration Walk Throughs will be conducted using the CMS Evidence Collection Tool/WCHS electronic walk-through form, with a focus on instructional trends. (EVAAS)		Orlando Robinson DOE 10/22	01/31/2024
<i>Notes:</i>				
9/12/23	All staff will implement consistent, effective, and fair grading practices, including maintaining effective communication with scholars and families. To monitor and support gradebook practices, we will conduct monthly gradebook audits to ensure all teachers are in compliance with the district grading policy. (Math 1)		Taylor Conner	06/15/2024
<i>Notes:</i>				
9/29/22	The Leadership Team will have assigned coaching logs to support and provide feedback around instructional look fors and strategies, curriculum implementation, management, student/family support and other designated needs. (Math 1, EVAAS, Aligned to monitor FAM S implementation, Title I)		Orlando Robinson	06/15/2024
<p><i>Notes:</i> 10.11.22 - Mr. Robinson is holding one-on-one sessions with each member of the admin team to review expectations and provide feedback.</p> <p>Admin coaching logs have been selected for this school year. Mr. Robinson is in the process of establishing coaching expectations with administrators. An instructional coaching folder is being developed and will be shared and reviewed with the administrators. Items that will be included are a coaching model document, coaching effective teaching strategies, goal setting worksheet and a sample coaching log. All administrators will make contact with the staff members they are coaching.</p> <p>11.14.22 - The admin team was trained on the Getting Better Faster framework on November 14, 2022. Coaching sessions will begin the week of November 28th.</p> <p>12/13/22 Coaching has started and Administrators are providing weekly or bi-weekly instructional coaching to teachers and support services at West Charlotte. Training was delivered on giving effective feedback to</p>				

members of the Administrative Team and the Get Better Faster protocol is being used. Additionally, each member of the Administrative Team is expected to attend the weekly PLC of the content areas that they support. In these PLC meetings, support around curriculum planning, data, lesson planning, and engagement is given and teachers are supported through this direct support.

1/11/23

No, this action step has not been completed or become routine by January 11, 2023. This action step will continue to be an area of focus. We have had adjustments in staffing which has caused our coaching rosters to be revised. Administrators must also become consistent with updating their coaching logs with notes and next steps, for their new mentees.

1/9/23

No, this action step has not been completed or become routine by January 11, 2023. This action step will continue to be an area of focus. We have had adjustments in staffing which has caused our coaching rosters to be revised. Administrators must also become consistent with updating their coaching logs with notes and next steps, for their new mentees.

2/13/23

Coaching log was adjusted due to the addition of Ms. Graham (new Assistant Principal) and the departure of Mr. Hopkins (former Dean of Students). A total of 15 staff members continue to receive support and coaching through our partnership with UNCC (paid with Title-I funds) with Paige Laurin. The admin team continues to coach and support the staff members on their coaching log.

3/14/23

At WCHS we are working to create a culture of coaching, support and improvement. Therefore, Admin Coaching logs were adjusted based on informal and formal observations. A total of 15 staff members continue to receive support and coaching through our partnership with UNCC (paid with Title-I funds) with Paige Laurin. The admin team continues to coach and support staff members (total of 21) on their coaching roster.

4/18/23

The admin team continues to coach and support staff members (total of 21) on their coaching roster. We are focused on supporting teachers and preparing scholars for EOC testing.

6.5.23 - Ongoing PD around Get Better Faster and effective instructional coaching will continue next year

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of June 2023 WCHS made significant progress on this goal, but the targeted goals were not fully met.

Successes: As of June 2023, based upon midterm data (MasteryConnect) that analyzed the % of scholars to score the necessary % correct to receive a III on the EOC - we are trending toward meeting or exceeding our goal. Math-I had 43% of S1 scholars have 46% or more correct. While this is proficiency data, the Math-I team also pulled their predictive EVAAS scores and is utilizing this to individually monitor the progress of scholars based upon their predicted percentile. Administrators' Qualtric

walkthrough data provided teachers with evidence based feedback and tangible strategies based on the walkthrough rubric .

Challenges: As of June 2023 the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator are teacher data analysis comprehension and dissemination, faculty adaptation and buy-in to The West Charlotte Way.

Opportunities: As of June 2023 the opportunities that exist will focus on on-going faculty professional development on data analysis. The administrative leadership Team will continue providing teachers with assigned coaching logs to support and provide feedback around data analysis, instructional look fors pertaining to student engagement strategies, There will also be on-going curriculum design and delivery, implementation professional development for all teachers and support staff.

Limited Development
09/29/2022

<p>How it will look when fully met:</p>	<p>When this indicator is fully implemented, there will be several artifacts produced as evidence of implementation. Some of these artifacts include the following:</p> <p>Data analysis and action planning process for classroom visits and observations</p> <p>Data analysis and action planning process for benchmark data, common assessments, MasteryConnect, Portal reports/leading indicators, etc.</p> <p>Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)</p>		<p>Orlando Robinson</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
<p>9/12/23</p>	<p>Analyze monthly data created by using the updated Classroom Observation Form as well as Mastery Connect Data to create meaningful professional development for our monthly staff meeting (EVAAS)</p>		<p>Cari Zusammen</p>	<p>06/15/2024</p>
<p>Notes:</p>				

<p>Core Function:</p>		<p>Dimension C - Professional Capacity</p>			
<p>Effective Practice:</p>		<p>Talent recruitment and retention</p>			
<p>KEY</p>	<p>C3.04</p>	<p>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>
<p>Initial Assessment:</p>		<p>Data</p> <p>We will develop a staff recognition, appreciation, and collaboration process that will encourage and support positive staff morale, staff differences, and communicate high expectations for all staff members. As of June 2023 we made tremendous progress and fully met the goal. We have implemented several initiatives to celebrate and recognize our staff however we would like to increase the frequency of events and number of staff being recognized. We would also like to incorporate more team building activities for our staff to increase morale and develop comradery. As a result of implemented initiatives the following data was produced; for the fall administration of the Insight</p>	<p>Limited Development 09/29/2022</p>		

Data

We will develop a staff recognition, appreciation, and collaboration process that will encourage and support positive staff morale, staff differences, and communicate high expectations for all staff members. As of June 2023 we made tremendous progress and fully met the goal. We have implemented several initiatives to celebrate and recognize our staff however we would like to increase the frequency of events and number of staff being recognized. We would also like to incorporate more team building activities for our staff to increase morale and develop comradery. As a result of implemented initiatives the following data was produced; for the fall administration of the Insight

Successes:

As of June 2023 the successes we experienced in meeting this goal include the following: Each month two staff members were acknowledged as Staff Members of the Month. Each received a Certificate, Gift card, and social media recognition. A total of 16 staff members were recognized this school year. Every staff meeting staff members with perfect attendance for the month were entered into a drawing for various gift cards, Admin wrote kind notes (Dub C Shout Outs) to staff members recognizing “above and beyond efforts” At the end of every staff meeting staff members gave verbal shout outs to colleagues offering praise and recognition for extra efforts. Our staff Appreciation events included the following: January & March teacher work days staff were provided breakfast served by admin, Aug, Sept, Oct (2), Feb, and March teacher work days staff were provided lunch served by admin, we had two winter events; The Staff Winter Celebration in which staff were celebrated with refreshments, a dessert bar and a gift, our second event was a Hot Liquid Bar- where staff were treated with various treats and hot beverages. We also had one extracurricular (fun) staff event; December Student vs Faculty Basketball Game in the WC gym. Other notable events this school year include the Launch of the four WCHS Committees (Positive Behaviors, Social Cares, Academic Excellence, Instructional Effectiveness) providing an opportunity for staff to lead and build their capacity within the sub-committees. We also recognized various staff recognition weeks with gifts for teachers, social works, counselors, and assistant principals.

Challenges:

As of June 2023 the challenges that we are facing in meeting our 2023-

2024 SIP goal targets aligned to the indicator include having time available to plan events and extracurricular activities for staff. We must also focus on building the capacity of our staff to develop leadership skills in spearheading events. In terms of funding we will need to pull on community members to support various events in function through the donation of time, monetary gifts, and/or resources.

Opportunities

As of June 2023 the opportunities that exist to address these challenges in the 2023-2024 school year are monthly committee meetings that can be used as planning sessions. We currently have several partnerships established with outside organizations and community members. We will continue to connect with other members of our community to develop new partnerships. A social committee was initiated this year with a participation of about 40% of the staff. We would like to also increase staff participation in this area. We will do so through the promotion of membership benefits and providing an incentive to those who have paid dues.

How it will look when fully met:

This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:

West Charlotte’s teacher retention rate will be above 90%. Consistent and fair hiring practices will be ingrained within the school. A systemic approach to rewarding and building capacity in staff will be consistent.

Orlando Robinson

06/15/2024

Actions

0 of 1 (0%)

9/12/23 Create a staff recognition, appreciation, and collaboration process that will encourage and support positive staff morale, staff differences, and communicate high expectations for all staff members (Staff Member of the Month, Staff Socials, Staff Appreciation Lunches, Monthly Admin Staff Appreciation, etc.). Establish four school wide committees at West Charlotte to help build the capacity within all staff members.

(SEL self-efficacy)

Michele Rakestraw

06/15/2024

Notes:

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
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>		Prior to the end of the 22-23 SY West Charlotte has used funding in the following ways to ensure there isn't an inequity through staffing of additional teachers and instructional support staff, funding for professional development, and bonuses for retention and recruitment. Consequently WCHS has identified an inequity in time needed with our scholars. Due to attendance concerns and learning gaps many students are not successful in core subjects. Therefore WCHS plans to implement with fidelity a data driven out of school tutoring program to provide extra support and fill missing gaps for students.	Limited Development 09/05/2023		
<i>How it will look when fully met:</i>		This indicator will be fully met when the following criteria is consistently implemented throughout the entire school: All students will have a fair and equal opportunity to instruction. All students will have the option of attending out of school tutoring to gain the necessary support they need to be successful in class. As a result there will be an increase in student growth scores as well as academic achievement.		Vania Littlejohn	06/15/2024
<i>Actions</i>			0 of 1 (0%)		
	9/12/23	Within the 2023-24 school year, our school identified the following resource inequity, time with scholars as a result, our school plans to mitigate this inequity by the Implementation of the Out of School Tutoring program to provide additional instructional time to students based on need. (Math 1, EVAAS)		Yvette Hubbard	06/15/2024
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			

	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
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Initial Assessment:

As of June 2023, our current implementation of “Effective Communication Plan and Strategies” between parents and teachers indicates that there is still room for improvement. While some teachers have communicated more with parents this year, others have relied heavily on our CSAs and BMTs to remove scholars from their classrooms daily. This is a clear indication that more work is needed.

Continuing the request for all parents, teachers, students, and Principal to sign a classroom contract - provided by Title I will continue to assist with Effective Communication Plan and Strategies. This request is entitled CMS School Learning Compact.

Each Department Chair ensured that its teacher completes a website and provides a syllabus. Teachers had the freedom to come up with their own unique way of communicating effectively with parents.

As of June 2023, creating a monthly Department Newsletter has been challenging for many teachers. Other challenges have been identified in the need to provide some parents with written and printed materials in both English and Spanish. Sometimes, parents prefer to have something tangible in their hands. Written materials in hand can be a powerful way to receive messages. Additionally, many teachers found it challenging to contribute monthly to the Lion’s Den and /or the school’s Parent Newsletter. Their busy schedule often did not provide them with time to contribute once a month.

As of June 2023, the opportunities needed for “Effective Communication Plan and Strategies” are the following: The school must attempt to match the Media with the message. Taking into consideration the type of messages teachers needs to communicate when determining the medium, they plan to use to send them. The school should use social media to inform parents through Facebook, Instagram, and Twitter. Some parents would prefer to receive written and printed materials. Sometimes, having something tangible in hands is the most powerful way to receive a message. Lastly, West Charlotte High School should reiterate the fact that strong parent-teacher communication improves academic performance in children and provides a feeling of community

Limited Development
09/30/2022

<p>How it will look when fully met:</p>	<p>When the objectives are fully met, all websites will be up and running. Thus, parents will be able to get quite a bit of information from them. Furthermore, teachers will hand out syllabuses and parents can view them on the websites.</p> <p>Teachers will continue to communicate with parents on a weekly basis providing positive feedback. Upon request, teachers will provide copies of their Contact Logs. The successful launch of the Lion's Den will be another indicator that the objectives have reached full implementation. WCHS will promote school events in the languages represented on campus and each department will have its own newsletter. Last but not least, WCHS will continue reaching out to parents through School Wide Events.</p>		<p>Orlando Robinson</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/12/23</p>	<p>By midyear, WCHS will facilitate a consistent structure using a weekly/bi-weekly communication system to parents/guardians. We will utilize email, ConnectEd, school website, social media, Canvas, Parent Square and individual teacher websites to provide regular schoolwide updates pertaining to attendance, academic, behavior, and social emotional support.</p> <p>(SEL, FAM-S3)</p>		<p>Anthony Wright</p>	<p>01/31/2024</p>
<p><i>Notes:</i></p>				
<p>9/12/23</p>	<p>During the 2023-2024 school year, 40% of WCHS families will attend curricular and extra-curricular school wide events such as Awards Nights, Back to School Cookout, Families of Empowerment (Curriculum) Nights, IB Parent Nights, FAFSA & Scholarship Night, Open House, School Improvement Team meetings, Senior Parent Nights, Student Success Nights, PTSA meetings, etc.</p> <p>(EVAAS, SEL, Title I)</p>		<p>Anthony Wright</p>	<p>06/15/2024</p>

Notes:

9/12/23 WCHS will host quarterly community partnership meetings with local businesses and alumni to solicit volunteers, mentorships, donations and professional development resources.
(SEL, Title I)

Arlana Graham

06/15/2024

Notes: