

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)

! = 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>School-wide expectations are established in homerooms during the 1st ten days of school, reinforced in every classroom through the year. Using the Classroom Management and Relationship-building resources provided by Administration, Department Chairs, ILT, and Beginning Teacher Support Program, students learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.</p> <p>New teachers, guest teacher, and new to CMS teachers will require additional classroom management and positive relationships/classroom community in order fully implement this indicator so that all teachers are employing effective classroom management.</p>	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		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
<i>Actions</i>			0 of 3 (0%)		
	9/29/22	Implement No-Nonsense Nurturer Framework for Effective Classroom Management & Prioritize Relationships & Classroom Community (EVAAS, SEL)		Vickie Ruff	06/09/2023
<i>Notes:</i>					
	9/29/22	Teachers will communicate Rules & Expectations regularly throughout the year verbally and visibly (EVAAS, SEL)		Vickie Ruff	06/09/2023
<i>Notes:</i>					

9/29/22	Implement Educator Handbook to ensure interventions for behaviors that break the rules can be quickly implemented to support effective classroom management (SEL)		Vickie Ruff	06/09/2023
---------	---	--	-------------	------------

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
<p><i>Initial Assessment:</i></p>			<p>Instructional teams currently meet at least once a week to plan and analyze data in their Professional Learning Communities (PLC)s. EOC areas meet twice a week on Tuesday and Thursday. Instructional teams based planning on the grade level standards for their content areas. The focus is on backwards planning, lesson design and delivery, and assessment creation and analysis to drive instruction. ELA teams for English I and English II are using the Springboard ELA curriculum that are distributed with modifications and amplifications as needed. The Math I team is following the district provisioned curriculum as well. There are varied levels of implementation of the backwards planning process and instructional action planning after a Common Interim Assessment.</p>	<p>Limited Development 09/29/2022</p>		

<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>Assigned to: Poirier</p> <p>(Math I, EVAAS, Endorsement)</p>		<p>Kevin Poirier</p>	<p>06/09/2023</p>
<p><i>Notes:</i></p>				
	<p>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.</p> <p>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)</p>		<p>Taylor Conner</p>	<p>06/09/2023</p>
<p><i>Notes:</i></p>				

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)		Kevin Poirier	06/09/2023
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
-----------------------	---

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>	Based on the current information, West Charlotte High School needs to develop a MTSS team to establish the expectations and protocols for team referrals and essential elements of implementation, recommendations for Tier 2 and Tier 3 intervention, and progress monitoring of scholars. A MTSS team meeting schedule needs to be developed to discuss students of concern and student progress. Currently, admin has a formal observation schedule and walkthrough schedule to ensure tier 1 instruction is occurring daily. PLC's meet weekly to collaborate and plan standard based lessons and core instruction. Assessment data needs to be analyzed to monitor student progress and determine intervention placement.	Limited Development 09/29/2022		
----------------------------	--	-----------------------------------	--	--

<p>How it will look when fully met:</p>	<p>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.</p> <p>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.</p> <p>A tier 3 targeted intensive intervention system will be implemented for students who have failed one or more courses within a 9 weeks period.</p> <p>Students will receive necessary supports and upon evidence of growth and proficiency/progress they can exit back into Tier 1/Core level settings.</p> <p>9-12 Literacy Standard Protocol</p> <p>https://docs.google.com/spreadsheets/d/1jgDMJZXJxGp7sqTPeWTeEgZo2FqG7_avMQWEqrrP0nc/edit#gid=1544908605</p> <p>9-12 Math Standard Protocol</p> <p>https://docs.google.com/spreadsheets/d/1jgDMJZXJxGp7sqTPeWTeEgZo2FqG7_avMQWEqrrP0nc/edit#gid=187784141</p>		<p>Orlando Robinson</p>	<p>06/09/2023</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/29/22</p>	<p>Teachers will differentiate and use a tiered instructional system based on data to support whole group, small group, and individual interventions. (EVAAS)</p>		<p>Vania Littlejohn</p>	<p>06/09/2023</p>
<p>Notes:</p>				

9/29/22	Students who are not making progress (Math-I/Foundations) based on the strategies and support they have received will be referred to the MTSS team for (Tier II) support. (EVAAS)		Vania Littlejohn	06/09/2023
<i>Notes:</i>				
9/29/22	Implementation of a Tier 3 targeted intensive intervention system for students who have failed one or more courses within a 9 weeks period. (EVAAS)		Vania Littlejohn	06/09/2023
<i>Notes:</i>				

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>The social and emotional states of all scholars are critical to their success. Teachers, staff, BMTs, CSAs, Admin, and all West Charlotte high School stakeholders are building relationships, understanding triggers, focusing on various social and emotional activities that will enhance our scholars, implementing procedures and processes to ensure scholars are successful, and recognizing scholar behavior patterns to develop a sense of belonging dedicated to promote a sense of belonging and connectivity with all scholars as we encourage, challenge, and motivate them to make appropriate choices designed for their success.</p>	Limited Development 09/29/2022			
<i>How it will look when fully met:</i>	<p>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...</p>		Orlando Robinson	06/15/2024	
Actions			0 of 3 (0%)		
	<p>9/29/22 Implement the shared SEL Canvas Modules with activities accessed by teachers enrolling in the SEL Canvas Course (Sem 2-2023) (SEL Self-Efficacy & Disproportionality) (SEL, Disproportionality)</p>		Kevin Poirier	06/09/2023	
<i>Notes:</i>					

9/29/22	Survey staff to reflect on What Does Belonging Mean to Them? Reflection Wall/Collage of Teacher Responses–Survey Scholars on Teacher-Student Relationships...Create a reflection Cultural Wall/Collage for each floor/hall in conjunction with the Visual Arts Department (SEL, Disproportionality)		Hopkins and Osborn	06/09/2023
<i>Notes:</i>				
9/29/22	Implement the shared “WCHS Belonging Toolkit” containing 50 strategies to create community, increase SEL and a sense of belonging, and strengthen classroom management... (SEL, Disproportionality)		Hopkins, GL Admin Team	06/09/2023
<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
<i>Initial Assessment:</i>			Based on the current information, West Charlotte High School needs to develop a plan to transition students from middle school to high school through transition meetings via Student Services Professional Learning Community to ensure students academic and social needs are in place. Current scholars at West Charlotte High School transitional needs have been followed and paced through counselors and monitored by grade level administrators. The 2022 graduation rate was 65.4%.	Limited Development 09/29/2022		
<i>How it will look when fully met:</i>			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.		Orlando Robinson	06/15/2024
Actions				0 of 3 (0%)		
		9/29/22	Implement effective transition strategies (e.g. Transition Meetings, counselor feedback, etc.) to promote scholar success to the next grade level. (Endorsement)		Hubbard	06/09/2023
<i>Notes:</i>						
		9/29/22	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. (Endorsement)		Hubbard	06/09/2023

Notes:

9/29/22 Implement additional instructional support to all students across West Charlotte High School (Endorsement)

Hubbard

06/09/2023

Notes:

Core Function:

Dimension B - Leadership Capacity

Effective Practice:

Strategic planning, mission, and vision

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
		<p>Initial Assessment:</p> <p>CMS has established systems and processes to support schools with continuous school improvement. A district-wide curriculum adoption has taken place in K-8 ELA, Math, English I and II, and Math I. Professional development and resources have been provided and continue to be provided to all teachers in the district to ensure equity of standards-aligned content is accessible for all students. Branching Minds has been provided to all schools to serve as a district-wide MTSS monitoring platform. Staff received professional development around how to utilize the platform as well as how to implement each of the interventions and progress monitoring tools listed in the district's Standard Treatment Protocols. All secondary schools received funding for master teachers or differentials to support math instruction in middle schools and math and ELA instruction in high schools. Additional interventionist and MTSS Facilitator positions were provided to select schools to provide additional support to increase student growth and proficiency. CMS Leadership has developed leading indicators and metrics to monitor school progress for each of the Goals and Guardrails. Monthly Leadership meetings will have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement.</p>	Limited Development 09/29/2022		

<p>How it will look when fully met:</p>	<p>The criteria for this assessment will be met when West Charlotte HS has complied with voting on and establishing the state required composition of a SIT. The required composition is follows:</p> <p>Required Voting Team Members (§ 115C-105.27.a and CFDA)</p> <p>1 Principal of the School (</p> <p>At least one representative(s) from each the following:</p> <p>1 Assistant principal(s) (AP nominee)</p> <p>4 Instructional personnel (Teachers or Facilitator nominee)</p> <p>1 Instructional support personnel (Counselors or Student Services nominees)</p> <p>1 Teacher assistants assigned to the school (TA nominees)</p>		<p>Ericka Lott</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/29/22</p>	<p>Staff will nominate and vote on the members of the SIT. The SIT will meet the 2nd Tuesday of each month to review, assess, and update the required indicators given by the district as well as the indicators that West Charlotte has identified. (EVAAS, Math 1, Disproportionality, SEL, Endorsements)</p>		<p>Ericka Lott</p>	<p>06/09/2023</p>
<p><i>Notes:</i></p>				
<p>9/29/22</p>	<p>The SIT will collaborate with other SIT members and non SIT-members such as MTSS coordinator, instructional coaches, PLC Leads, and other specialist to implement strategies, tactics, and actions outlined under each indicator. (EVAAS, Math 1, Disproportionality, SEL, Endorsements)</p>		<p>Ericka Lott</p>	<p>06/09/2023</p>
<p><i>Notes:</i></p>				
<p>9/29/22</p>	<p>The SIT will review the progress of indicators at the end of the year to update indicators and actions to align to new strategic goals for the upcoming year. (EVAAS, Math 1, Disproportionality, SEL, Endorsements)</p>		<p>Ericka Lott</p>	<p>06/09/2023</p>
<p><i>Notes:</i></p>				

	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
<p><i>Initial Assessment:</i></p>			<p>Our school has developed a School Improvement Team (SIT) and a PTSA that meets once a month. The School Improvement Team consists of an Administrator, Teachers, Support Staff, and Parent. The SIT and PTSA meetings address school-wide initiatives, progress toward goals, and needs still to be addressed. The school has an instructional leadership team (ILT) that meets once a month to discuss our instructional focuses, instructional strategies, and school-wide and department professional development for staff. The ILT consists of all Department Chair Teachers, Facilitators, Coaches, and speciality-program coordinators (IB, CTE, AP, EC, and AVID) and meets on the first Monday of each Month. This school year, West Charlotte High School has developed 7 core instructional focuses that professional development will revolve around and the ILT members will work to build the capacity of their team members on. They are:</p> <ul style="list-style-type: none"> Relationships and Positive Classroom Culture for All Students HOT (Higher Order Thinking) Questions Focused Note-Taking Data-Driven Instruction Computational Thinking Gradual Release Framework Testing Strategies Teach like a Champion Strategies 	<p>Limited Development 09/29/2022</p>		

<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 3 (0%)</p>		
	<p>9/29/22 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>06/09/2023</p>
<p><i>Notes:</i></p>				
	<p>9/29/22 ILT Members along with Administrative Team members will be trained on Data-Driven Instruction and the Get Better Faster Coaching Model to support the implementation of instructional strategies aligned to our school-year instructional focuses and ensure that data-driven action planning is occurring within PLC meetings after each common interim assessment (EVAAS, Math 1, Disproportionality, SEL, Endorsements)</p>		<p>Ruff & Lott</p>	<p>06/09/2023</p>
<p><i>Notes:</i></p>				

9/29/22	Establish a MTSS Team to support implementation of effective practices and ensure that scholars are receiving support that they need and implement an effective MTSS process and team that consists of stakeholders across departments at West Charlotte High School. (EVAAS, Math 1, Disproportionality, SEL, Endorsements)		Hubbard	06/09/2023
<i>Notes:</i>				

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>Our school has systems in place to ensure teachers with specific content areas have common planning. Currently, all teachers participate in weekly PLCs, lead by peers, where lesson plans are developed and strategies provided to support student learning and differentiation. The teams 1 or 2 times a week within their PLCs to discuss lesson planning, assessments, strategies, and disaggregate data. However, the electives, special education, and career technical teachers have to meet after school. Extra curricular activities sometimes prevent PLCs from planning after school.. We have assigned an academic facilitator, deans and admin to provide training and academic support to the teams to ensure they are meeting minimal PLC requirements. All Staff will be trained on Unpacking Standards and Modeling in PLC. Each PLC team will develop norms, and roles for each member of the team. Each teacher will have up to date data and Pre-work before each PLC. Biweekly walkthroughs will allow for feedback to each team, to ensure instructional strategies are being implemented. Each Team and members will maintain an instructional binder with all pre-work, and unpacking of the standards, unit plans, and lesson plan.</p>	Limited Development 09/29/2022		

<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 3 (0%)</p>		
	<p>9/29/22 All teachers will have instructional planning daily. Teachers will utilize PLCs once or twice weekly to share and collaborate best practices of pedagogy and engagement strategies, as well as analyze data to monitor and adjust instructional practices. (Math I, EVAAS, Endorsement)</p>		<p>Todd Michael</p>	<p>06/09/2023</p>
<p><i>Notes:</i></p>				

9/29/22	Supplemental collaborative coaching sessions will be developed to support teachers with instructional strategies and procedures as needed. (Math I, EVAAS, Endorsement)		Michael Todd	06/09/2023
<i>Notes:</i>				
9/29/22	Master schedule is done with common planning in mind. Teacher duties are distributed fairly and reflect their schedules to include planning time. (Math I, EVAAS, Endorsement)		Todd Michael	06/09/2023
<i>Notes:</i>				

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 will be working to update our systems for monitoring instruction and providing timely, meaningful feedback. Our principal and leadership team will be updating practices to observe and coach teachers. We will also be updating the ways in which we provide teachers feedback to ensure we are able to maintain a continuous coaching cycle regardless of the mode of delivery we are in.</p> <p>We have used Title 1 funds to purchase:</p> <p>UNC-Charlotte Coaching</p> <p>Text for book study with administration team</p> <p>In addition, the principal and Leadership Team will monitor curriculum and classroom instruction through a variety of methods, while using traditional measures of observation and walkthroughs to ensure that students are receiving instruction that is aligned to content standards. Data from common and formative assessments is analyzed to monitor student performance and to provide constructive feedback to teachers.</p>	Limited Development 09/29/2022		

<p>How it will look when fully met:</p>	<p>The Principal and Leadership Team are highly visible and regularly present in classrooms and PLCs.</p> <p>Teachers receive meaningful feedback on their practice consistently from the principal and Leadership Team throughout the year from formal and informal observations and walkthroughs</p> <p>Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction</p> <p>Principal and Leadership Team engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice</p> <p>Principal and Leadership Team provides tiered support for teacher individual needs</p> <p>Administration implements informal observation cycles with feedback</p> <p>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.</p>		<p>Orlando Robinson</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/29/22</p>	<p>Calibration Walk Throughs will be conducted using the CMS Evidence Collection Tool/WCHS electronic walk-through form, with a focus on instructional trends. The effectiveness will be measured through debriefing look-fors, safe practice, and informal feedback for the teacher observed. (Math 1)</p>		<p>Orlando Robinson</p>	<p>06/09/2023</p>
<p><i>Notes:</i></p>				

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)		Orlando Robinson	06/09/2023
<i>Notes:</i>				
9/29/22	All staff will implement consistent, effective, and fair grading practices, including maintaining effective communication with scholars and families: (Math 1)		Orlando Robinson	06/09/2023
<i>Notes:</i>				

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:

Learning Community Superintendents and their staff will provide ongoing, differentiated support, coaching, and follow up with school leaders as they routinely conduct instructional rounds with school leaders, providing them with specific feedback to help them make decisions about school improvement needs and to plan professional development accordingly.

Through multiple classroom walkthroughs, the WCHS administrative team will support teachers/staff in analyzing and monitoring student data throughout the school year.

West Charlotte High School will provide data coaching and training on multiple data related platforms for faculty on how student achievement data can be utilized to differentiate lesson planning, implement various teaching/learning strategies, and target specific strengths/weaknesses in common interim assessments.

The faculty and staff will consistently disaggregate and monitor student achievement data for the purpose of informing instructional decision-making, targeted, individualized students support and achievement achievement.

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 3 (0%)</p>		
<p>9/29/22</p>	<p>Data analysis and action planning process for classroom visits and observations (EVAAS)</p>		<p>Vickie Ruff</p>	<p>06/09/2023</p>
<p><i>Notes:</i></p>				
<p>9/29/22</p>	<p>Data analysis and action planning process for benchmark data, common assessments, MasteryConnect, Portal reports/leading indicators (EVAAS)</p>		<p>Vickie Ruff</p>	<p>06/09/2023</p>
<p><i>Notes:</i></p>				
<p>9/29/22</p>	<p>Support 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 (SEL)</p>		<p>Vickie Ruff</p>	<p>06/09/2023</p>
<p><i>Notes:</i></p>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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
<i>Initial Assessment:</i>		Staffing and retention continue to a major concern at West Charlotte, CMS and throughout education. CMS has some processes in place to recruit, evaluate, reward, and replace staff, though the methods are not yet systemic. Career fairs are held to recruit teachers specifically for hard to staff areas & schools. The district has used federal money to support staff retention by offering recruiting bonuses.	Limited Development 09/29/2022		
<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: 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 2 (0%)		
	9/29/22	Communicate effectively with staff and lead change through a problem-solving approach to handling school and staff concerns (SEL)		Orlando Robinson	06/09/2023
<i>Notes:</i>					
	9/29/22	Leadership opportunities will be provided to staff (SEL)		Orlando Robinson	06/09/2023
<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
<p><i>Initial Assessment:</i></p>			<p>West Charlotte High School will work with the faculty to ensure we maintain effective communication with our scholars and our parents. When effective communication occurs, parents will become more engaged and involved in class and school wide events. Strong parent-teacher communication improves academic performance in children and provides a feeling of community. Staff will be required to have a syllabus, a website, and we will encourage a Contact Log for teacher/parent communication. We will explore other ways in which we can best reach our parents to ensure we create stronger parent-teacher relationships, all of which will improve academic performance.</p> <p>Here are some expectations of excellence:</p> <p>Work closely with our Spanish Family advocate to reach out to our Spanish Speaking families.</p> <p>Include Spanish translators at our school events such as Open house, Senior Night etc...</p> <p>The launch of our Lion's Den, which is a newsletter that will reach our families.</p> <p>Teachers' websites will also keep our families knowledgeable.</p> <p>Syllabus</p> <p>Creating a newsletter within each department.</p> <p>The examples above are just a few ways we can monitor communication between Parent-teachers.Strong parent-teacher communication improves academic performance in children and provides a feeling of community.</p>	<p>Limited Development 09/30/2022</p>		

<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 2 (0%)</p>		
<p>9/30/22</p>	<p>West Charlotte High School will implement Parent-Square as the 2 way communication system for West Charlotte High School for teachers and staff to regularly communicate with scholars and their families. (Math 1, EVAAS, Endorsements, SEL, Disproportionality)</p>		<p>Michelle Magana</p>	<p>06/09/2023</p>
<p><i>Notes:</i></p>				
<p>9/30/22</p>	<p>School will hold school wide events bimonthly. (Math 1, EVAAS, Endorsements, SEL, Disproportionality)</p>		<p>Michelle Magana</p>	<p>06/09/2023</p>
<p><i>Notes:</i></p>				