

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)

Develop a transitional plan for 8th grade students and West Charlotte students by implementing the following: Middle school visits once a semester by CTE Admin and PDC to discuss pathways School registration committee will collaborate with CTE leadership to ensure students are placed in the appropriate classes to complete their selected pathway CTE Leadership Team will target staff and teacher professional development to include education on pathways College advisor will facilitate a yearly college fair and field trips to colleges CDC will facilitate field trips to businesses for employment awareness and opportunities (A4.16)

By June 2021, as measured by our overall performance composite scores, West Charlotte High School will increase our Grade Level Proficiency (27.3% to 32.3%) and College and Career Readiness (15.9% to 20.9%) as measured by EOC and CTE EOY exams. By June 2021, we will increase the Biology GLP from 37.0% to 42.0% as measured by NC Biology EOC. By June 2021, we will increase the Biology CCR from 30.0% to 35.0% as measured by NC Biology EOC. By June 2021, we will improve our 4-year cohort graduation rate from 70.7% (SY 2019-2020) to 80.0%. (C2.01, A1.04, A1.07, A3.05, A4.01)

By June 2021, we will increase the Math I GLP from 17.8% to a minimum of 22.8% for all students as measured by the NC Math I EOC Exam. By June 2021, we will increase the Math I CCR from 5.3% to a minimum of 10.3% for all students as measured by the NC Math I EOC Exam. By June 2021 we will increase the Math 3 GLP from 26.8% to a minimum of 31.8% for all students as measured by the NC Math 3 EOC Exam. By June 2021, we will increase the Math 3 CCR from 8.8% to a minimum of 13.8% for all students as measured by the NC Math 3 EOC Exam. By June 2021, we will increase the English II GLP from 28.6% to 33.6% for all students as measured by the NC English II EOC Exam. By June 2021, we will increase the English II CCR from 20.7% to 25.7% for all students as measured by the NC English II EOC Exam. (C2.01, A1.04, A1.07, A3.05, A4.01)

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)

By June 2022, we will increase overall GLP performance composite from 19.4% to 24.5%, as measured by EOC and CTE EOY exams. By June 2022, we will increase overall CCR performance composite from 8.8% to 13.8%, as measured by EOC and CTE EOY exams.

By June 2022, we will increase the Math I GLP from 6.6% to a minimum of 11.6% for all students as measured by the NC Math I EOC Exam. By June 2022, we will increase the Math I CCR from 0.9% to a minimum of 5.9% for all students as measured by the NC Math I EOC Exam. By June 2022, we will increase the Math 3 GLP from 21.4% to a minimum of 26.4% for all students as measured by the NC Math 3 EOC Exam. By June 2022, we will increase the Math 3 CCR from 9.0% to a minimum of 14.0% for all students as measured by the NC Math 3 EOC Exam. By June 2022, we will increase the English II GLP from 32.1% to 37.1% for all students as measured by the NC English II EOC Exam. By June 2022, we will increase the English II CCR from 12.5% to 17.5% for all students as measured by the NC English II EOC Exam. By June 2022, we will increase the Biology GLP from 18.2% to 23.2% as measured by NC Biology EOC. By June 2022, we will increase the Biology CCR from 13.2% to 18.2% as measured by NC Biology EOC. By June 2022, we will improve our 4-year cohort graduation rate from 73.4% (SY 2019-20) to 80.0%.



! = 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>	School-wide expectations are established in homerooms during the 1st ten days of school, reinforced in every classroom through the year and refined during Advisory periods, Restorative Circles and SEL Blocks. Using the SEL resources provided by Student Services Team, students learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.	Limited Development 09/05/2017		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Student "Code of Conduct" are outlined in the revised staff and student handbooks. Handbooks are shared with students in the first 10 days of school. A modified homeroom schedule is created and teachers are provided a script to introduce the school rules and procedure.</p> <p>When fully implemented 100% of teachers will fully understand the Students' "Code of Conduct". Resulting in a 3%-5% reduction in the no. of major and minor discipline referrals resulting in ISS or OSS.</p> <p>We will use the following as evidence of the objective being fully met: formal and informal observations, student engagement data (HERO/PBIS), EOC scores, a 3%-5% decrease in student discipline referrals resulting in ISS or OSS.</p> <p>Progress Check 3.9.21</p> <ul style="list-style-type: none"> -Staff have received PD around implementing SEL strategies during homeroom/class daily. -Recourses such as talking points, sources of strength, and lesson templates have been shared. -Staff use multiple data points to monitor student in both the remote and in-person setting. (i.e. attendance, canvas participation, assignment completion) <p>Update 5.11.21</p> <ul style="list-style-type: none"> -SEL is provided every week on Fridays for students. Staff has been implementing SEL strategies and relevant topics effectively. -Staff continues use multiple data points to monitor student in both the remote and in-person setting. (i.e. attendance, canvas participation, assignment completion) 			Melissa Hinchman DOE 8.16.2021	05/27/2022
Actions			0 of 1 (0%)		
	10/19/19	All staff will facilitate SEL opportunities by utilizing advisory homeroom sessions daily		Todd Michael	05/27/2022
	<i>Notes:</i>				
Implementation:			05/17/2021		

Evidence	5/17/2021 The following data points have been used determine full and effective implementation. - Classroom observations -Professional Development -Educators Handbook			
Experience	5/17/2021 SEL is provided every week on Fridays for students. Staff has been implementing SEL strategies and relevant topics effectively. -Staff continues use multiple data points to monitor student in both the remote and in-person setting. (i.e. attendance, canvas participation, assignment completion)			
Sustainability	5/17/2021 Current and new staff member will be trained/coached each school year using SEL strategies to support our students.			

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>Initial Assessment:</p>	<p>From the school: Currently the master schedule is designed to allow for select PLCs / Depts. to meet during the school day in their PLCs. Others will meet before or after school. Wide flexibility is provided to Dept. Leads and PLC Leads, in collaboration with their teams, to decide what time works best for their meetings. The focus for all remains the development instructional action plans that are data driven, student needs-aligned and are adjusted regularly based on student outcomes. weekly. From the LEA: Current Level of Development (from LEA): The Learning Community has worked with our schools to conduct analysis of curricular support needs for Literacy and Math. When Fully Implemented: Each grade level and subject will design and deliver instruction aligned to the NCDPI state standards. The scope and sequence will be aligned to the standards of both North Carolina and of College and Career Readiness (CCR). The Common Assessments will be aligned to the North Carolina standards. Formative assessments will be developed for each subject and grade level also that align to both North Carolina and CCR. Instructional leaders at each school will review, maintain, revise, and adjust pacing of these resources. They will support teachers in using these resources to guide their unit and lesson development. EOC, AP and IB Teachers and School Leaders worked this summer to further review or develop lessons, common assessments and cycle calendars that reflect the school-wide assessment calendar.</p>	<p>Limited Development 02/19/2016</p>		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Aligned instruction according to standards offered by college and career readiness; implementation will be measured by data driven instruction via frequent PLC meetings consistent feedback of lesson plans by department chairs, administrative staff and/or coaches. Ongoing professional development through staff meetings to address data as monitored through formal and informal assessments (EOC and midterms), feedback from project-based learning opportunities and metrics from PLCs. Creating and implementing lesson plans that engage larger amount of scholars in a manner that encourages increased mastery as exhibited in test data. This will be monitored weekly in PLC, after each common assessment, semester/midterm/year end.</p> <p>Update 5.11.21-PLC's are regularly meeting weekly to discuss student achievement, attendance, and collaborate to design, share, and implement best practices to support student academic achievement. ILT meets twice monthly to discuss progress and the current needs of schools (i.e. testing, grading policies, best instructional practices in the blended learning environment).</p>			Donevin Hoskins DOE 8.16.2021	05/27/2022
Actions			0 of 2 (0%)		
9/16/16	<p>Create a master schedule that will allow for teachers to have planning time during the school day to meet in teams and plan instruction and hold data driven instruction through action planning.</p> <p><i>Notes:</i> This is a reoccurring indicator because the master schedule is constantly being redone.</p> <p>Create the master schedule that allows the select EOC and other state tested area teachers time during the school day to collaborate.</p>			Kevin Poirier DOE 8.11.2020	06/01/2022
9/21/20	<p>ILT members are assigned to a PLC to support the roll out of new curricula</p> <p><i>Notes:</i></p>			Todd Michael 8.11.20	06/01/2022
Implementation:			07/09/2021		
Evidence	<p>5/17/2021 See Cycle Plans Assessment Calendars, and meeting agendas Google Drive. See teacher Canvas page.</p>				

Experience	5/17/2021 PLC's are regularly meeting weekly to discuss student achievement, attendance, and collaborate to design, share, and implement best practices to support student academic achievement. PLC Leads are given support and a learning space to learn the components of an effective PLC. ILT meet regularly to discuss the needs of the current needs of schools (i.e. testing, grading policies, best instructional practices in the blended learning environment)			
Sustainability	5/17/2021 Teachers meet during common planning with their PLCs to discuss alignment, student data, and DDI to write their cycle plans. Once a month teacher receive professional development through staff meetings to address data as monitored through assessments, EOC and midterms, feedback from project-based learning opportunities and metrics from PLCs.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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!	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	- Inclusion of foundation level courses - Students are placed into courses using multiple data including test scores and anecdotal information - Project LIFT Academy is used for students who are overage and under-credited and/or need a smaller campus to be successful - Credit recovery during the school day to allow student to catch up and extended day programs are used to support students in maintaining on-track graduation status - 21st Century programs for a blended learning experience utilizing Edgenuity, Gradpoint, Google Classrooms and NCVPS learning platforms	Limited Development 05/11/2016		
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Priority Score: 2	Opportunity Score: 1	Index Score: 2		
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How it will look when fully met:	When fully implemented 100% teachers will incorporate tailored strategies and materials into their daily instruction to meet the individual needs of the students. Teachers will utilize documents such a 504 and IEP plans to design individualized instructional plans for the students. MTSS team will work in collaboration with counselors, teachers, special educators, and parents to create student interventions. We will use the following as evidence of the objective being fully met: Meeting minutes, group work (post-assessments), real-		Gloridean Boyd DOE 8.16.2021	05/27/2022
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time feedback, modified assessments (for students with accommodations), and reduction special education behavioral referrals.

Update 10.13.2020: Annual reviews of IEPs and 504 are ongoing, as they come to renewal date throughout the year. This process will be continuous through the entire school year. EC Case managers and Counselors have distributed the IEP and 504s to teachers for fall semester. This process will be repeated when the second semester starts. They also send out updated IEPs/504s to teachers as they are updated. Pending further information from admin, A budget revision has been submitted. Adding a license teacher to help support students to ensure the usage of Title I funding so that scholars have access to a certified instructor for NCVPS/Edgenuity Courses.

Update 12/8/20: Process is still ongoing. Our EC Staff have just completed work required for the December 1st headcount.

Update 3/9/21: Within EC Department, working to meet April 1st headcount. Case managers are working very hard on that. Bonapart, Edge, and Jackson are working on scheduling with our EC students. Graduation checklist was completed for all EC students and Google Form was completed.

Update 4.20.21- April headcount has been completed. 504 meetings are scheduled well in advance and counselors are intentional with 504 members participation.

Update 5.17- All IEPs and 504's are on schedule to be updated by the end of the school year. Transition IEPs for graduating seniors are scheduled and will be conducted prior to the end of school.

Actions

0 of 4 (0%)

7/16/19 Utilization of Title 1 funding to ensure that scholars have access to a certified instructor for NCVPS/Edgenuity Courses for remediation and acceleration.

Glorigean Boyd
DOE 8.16.2021

05/28/2022

<i>Notes:</i>				
10/17/19	Annual reviews for 504s and IEPs will be schedule and include student, teachers, counselor, and parents to ensure plans are aligned to the students individual needs.		Gloridean Boyd DOE 8.16.2021	05/28/2022
<i>Notes:</i>				
9/21/20	School will create a plan to ensure equitable access and delivery of instruction by using the district provided instructional resources (canvas shell and assessments.)		Gloridean Boyd DOE 8.16.2021	05/28/2022
<i>Notes:</i>				
2/1/22	WCHS has added a weekly check-in for the graduation project to ensure that students are on track to graduate. If students are not on track monitored remediation is put in place.		Ashanti Hines	06/01/2022
<i>Notes:</i>				
Implementation:		06/01/2021		
Evidence	6/1/2021 When reviewing our historical data, GLP and CCR proficiency for all sub-groups, especially EC, ELL and students with 504s will remain the focus. In past years, we were heavily impacted by the 95% participation requirement from ESSA legislation. We will review our teaching and internal assessment materials and develop strategies to support scholars with chronic absentee issues.			
Experience	6/1/2021 Annual reviews of IEPs and 504 are occurred regularly through the school year, EC Case managers and Counselors distributed the IEP and 504s to teachers for fall and spring semester. They also send out updated IEPs/504s to teachers as they are updated. Prior to each scheduled meeting the IEP/504 was reviewed and approved. Teachers, case manager, parent, and student was present for each meeting to meet the needs of the student.			
Sustainability	6/1/2021 There must be processes in place to ensure the teacher, parent, student, and case manager are all on the same page in terms of accommodations, meetings, concerns, and request.			

!	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>			Incorporate daily SEL opportunities in students Advisory period to foster a welcome and positive culture. Students will be able to understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.	Limited Development 05/11/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
<i>How it will look when fully met:</i>			(2018-2019) A4.06 ALL teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and intervention when necessary. (5124) When fully implemented 100% of teachers will participate in restorative circles and will utilize Student Services resources. We will use the following as evidence of the objective being fully met: Documentation of interventions (Ex: Educator's Handbook, personal notebook). Update 12.8.2020: Currently only minor incidents in Educators Handbook. Most have been resolved with a teacher-level intervention.		Taylor Conner DOE 8.16.2021	06/01/2022
Actions				0 of 2 (0%)		
	9/21/20	A weekly advisory SEL period is embedded in the master schedule to address the social-emotional needs of students.			Kevin Poirier	06/01/2022
<i>Notes:</i>						
	2/1/22	Equal Opportunity Schools (EOS) have been implemented to identify students that can benefit from a designated trusted adult of their choice.			Kevin Poirier	06/01/2022
<i>Notes:</i>						
Implementation:				05/17/2021		
	Evidence	5/17/2021 See Educators Handbook, Teacher SEL planning or topics, classroom observations, parent contact log.				

Experience		5/17/2021 With the collaboration with PLC, admin, BMTs and support services students ALL teachers are attentive to their emotions and given the skills needed manage their emotions. Interventions are implemented to discover the root of the issue and to give students tools on how to recognize and manage themselves accordingly.			
Sustainability		5/17/2021 Collaboration with staff, student support services, parents and students to identify common trends and think outside of the box to meet the individual needs of each student.			
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:		Freshman academy Lift Academy Student transitions (Rising Lions) If fully implemented, the freshman would have mentors, and there would be a higher retention rate, and there would be fewer referrals. There would be higher retention among teachers, and students would be on grade level. There would be more students going into post-secondary education, electing to go into IB courses, and going into careers. Establishing programs to allow parents to know the benefits of the school. Marketing the information offered by West Charlotte.	Limited Development 09/05/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		When fully implemented 100% of teachers will track student performance and support students as they progress towards college & careers. We will use the following as evidence of the objective being fully met: Individual Student Plans: all teachers entering data and following guidelines per each plan Career/Graduation Pathways: ensuring students are enrolled in appropriate courses that will track per their career/college goals Implementation of mentoring programs to improve student retention and reduce referrals. Utilize programs, such as Equal Opportunity Schools (EOS) to increase	Objective Met 06/01/21	Gloridean Boyd DOE 8.16.2021	05/28/2021

access to AP/IB Courses.

Update 11.10.2020: Master Schedule Initial Planning meeting has been set to ensure that students are placed into a CTE Pathway. Met as an admin team to begin the process of master scheduling.

Update 12.8.2020: A team member indicated that Naviance has an option to declare pathway declaration and will be providing us with those details directly. Student Support Service team members are meeting to prepare schedules with both IB/CTE department members. Declaration form exists and needs to be updated for current coursework.

Update 1.12.21-Ms. Brown has created a CTE tracker to assist with alignment and tracking students. Mr. Nazer, Dr. Glover, and Ms. Singletary developed a Work Based Learning Plan. The purpose of this plan is assist students with the development of their Career Development Goals/on time graduation goals.

5.11.21- The master schedule is complete and is inclusive of the student and school needs. Counselors have conducted vertical team meetings with feeder schools, attended parent orientation, and hosted course registrations remotely. Courses were created based on student course request and needs. Currently, counselors are collecting data on student's future ambitions, reviewing transcript errors their grades to ensure successful completion of their senior year, informing them of college recruiter visits and college fairs, informing them of career opportunities that meet their needs and abilities, and help them with any other needs to ensure a successful transition from high school into their future careers and goals.

Actions

11/12/19 Create a master schedule that places incoming 9th grade students in a CTE pathway.

Complete 05/28/2021

Stephanie Collins-Frempong DOE
8.11.2020

01/31/2021

Notes:

11/12/19 Design a comprehensive registration plan for the 2021-2022 school year that includes pathways for all students and all grade levels.

Complete 05/28/2021

Michael Nazer DOE
8.11.2020

01/31/2021

<i>Notes:</i>				
11/12/19	Create accountability platform that keep student transitions exclusive to one pathway.	Complete 05/21/2021	Darryl Owens DOE 8.11.2020	05/28/2021
<i>Notes:</i>				
Implementation:		06/01/2021		
Evidence	6/1/2021 Master Schedule Parent orientation Registration virtual meetings			
Experience	6/1/2021 Prior to our students starting West Charlotte High School each Fall, the counseling team invites the counselors from our feeder schools for a Vertical Team Meeting. Counseling Team attends the various Middle Schools' "Parent Orientation" events to assist. course registration cards are mailed out to the feeder schools for the counselors and teachers to begin reviewing the schedule and signing students up for the appropriate courses. The high school counselors then go out to the middle schools and meet with each student to review the course registration card to ensure they are scheduled for the correct courses in 9th grade. complete and collect data on the students' future ambitions, review their transcript for errors, monitor their grades to ensure successful completion of their senior year, inform them of college recruiter visits and college fairs, inform them of career opportunities that meet their needs and abilities, and help them with any other needs to ensure a successful transition from high school into their future careers and goals			
Sustainability	6/1/2021 Continue our current efforts and form additional partnerships.			

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

Initial Assessment:

From the LEA/District: The Title I Department in CMS works in collaboration with the Learning Community Superintendents and Executive Directors to schedule and set agendas for individual meetings with principals of Focus and Priority schools in this planning year. The meetings included specific requirements identified under the current federal regulations and NC Waiver, utilization of funds in alignment with a rigorous plan for improvement, and requirements for engaging stakeholders in the process. Principals meet with their School Leadership Teams (SLT) to review their comprehensive needs assessment data and establish plans for improvement in alignment with district goals, turnaround principles, and coordination of allotted funds. The Title I Department facilitates meetings, if requested, and provides stakeholders additional information to help in decision making. The Title I team includes a Title I Director and Specialist to support Priority and Focus schools, coordinate and align technical assistance to identified schools with Learning Community staff, and review and approve plans and budgets for state approval. Beginning in 2016-2017 school year, the Title I Office met with each school principal quarterly to review spending and alignment to Priority or Focus plan goals, strategies, and available data. Title I Office will also provide training in NCStar to principals and process managers in August and January in alignment with NCDPI training and will provide coaching comments monthly with constructive feedback to schools in NCStar as they document and review their implementation progress of their strategic plan.

Limited Development
02/19/2016

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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	(2018-2019) The LEA will have an LEA Support & Improvement Team. When fully implemented the school will have proper LEA support for a variety of services (not limited to SLT, EC, etc.) We will use the following as evidence of the objective being fully met: Liaisons will be present at necessary meetings to provide clarity and expertise as needed. LEA representatives can provide feedback and resources for systems improvement at the school level. LEA liaisons will offer a conduit for upward communication to district departments.		Objective Met 02/01/22	Donevin Hoskins DOE 8.16.2021	01/31/2021
Actions					
	10/21/19	The Principal will create a team of representatives to act as liaisons at the appropriately assigned meetings.	Complete 01/22/2021	Donevin Hoskins DOE 8.11.2020	06/01/2022
	<i>Notes:</i>				
Implementation:			02/01/2022		
Evidence	1/24/2021 Meeting agendas are linked.				
Experience	1/24/2021 Each staff member had the opportunity to choose the top 3 committees that they would like to be apart of. Internal and External Communications Celebration and Recognition Parent and Community Engagement CIA - Curriculum, Instruction, Assessment Culture and Climate 9th Grade Committee				

Sustainability		1/24/2021 Each committee has scheduled officers and monthly meeting times to discuss the needs at West Charlotte.			
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:	The school leadership team is very robust with membership reaching almost 20 school-based members. There is representation across all departments including paraprofessionals, counselors, Media/Technology, and the IB Programme of study. The team meets monthly during the second week and at various times to encourage increased participation of our parents. The leader supports the facilitation of data conversations, instructional discussions and feedback on the TNTP survey data. Monthly, on the third Wednesday of the month, the full staff meets to discuss discipline data, attendance and current instructional Glows/Grows. Beginning Teacher Support Meeting is provided through instructional coaching meeting to ensure that they have a deep understanding of best practices, how to embrace the West Charlotte way and they are using high yield strategies in the classroom. ILT member meet at least twice a month to calibrate on the instructional vision, observation-feedback protocol and trends at the classroom level.	Limited Development 02/19/2016		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>When fully met the principal will along with teacher leaders, admin, and other instructional support staff will meet at least twice a month to review processes and procedures of effective practices. During these meetings the participants will review assessment, behavioral data to highlight areas of improvement, culture and needs of the school. Assessment data will consist of Learn Checks, Common Interim Assessments, and Mastery Connect data. Behavioral data will consist of Educators Handbook information and Hero platform information.</p> <p>Update 11.10.2020: Administration team meets every other Monday. ILT meets every other Monday. Teams discuss instructional practices, school structures, progress monitoring. Recently implemented a grading practice based upon CIA Committee recommendation.</p>	Objective Met 09/10/20	Donevin Hoskins DOE 8.16.2021	05/28/2021
Actions				
9/16/16	ILT will meet twice a month	Complete 08/31/2020	Donevin Hoskins DOE 8.11.2020	08/31/2020

<i>Notes:</i>				
11/17/16	Administrative team will meet weekly to review data and plan for effective school function	Complete 09/08/2020	Donevin Hoskins	05/28/2021
<i>Notes:</i> Team must be calibrated Clarity of message and vision for the school Remain focused on what is best for scholars and the overall mission of the school Working to support growth and development of all professionals at West Charlotte				
Implementation:		09/10/2020		
Evidence	9/8/2020 Meeting agendas and slide decks are located in the Google Drive.			
Experience	9/8/2020 Our ILT, SLT, and Administrative team all have a running monthly schedule.			
Sustainability	9/8/2020 We will continue to monitor and assess multiple data variables to ensure discussion and action plans are set.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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!	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
Initial Assessment:			<p>The following items were developed during the 2016-2017 school year. These items will continue to be refined over the 2021-2022 school year:</p> <ul style="list-style-type: none"> Instructional informal, formal, and peer observations (virtual and in person) data Feedback emails Instructional Support Accountability Document <p>Each Professional Learning Community will have an instructional leader assigned to support their PLC.</p>	Limited Development 05/31/2018		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6			
<p>How it will look when fully met:</p>	<p>When fully implemented 100% of teachers will have functional and effective PLCs that use unified instructional strategies to obtain student success. The PLC leads will lead the members in collecting data via Learn Checks, Common Assessments, and assignment rubrics to inform the Instructional Leadership Team of student academic performance. This data will be used to craft school goals and strategies that target areas of improvement indicated from the PLC data. This data will also be used as a reporting tool to inform the Learning Community of the school's academic performance. The Learning Community will then be able to coach Administration on tactics that will guide the school to improved performance.</p> <p>The school will designate at the minimum one day per month for departmental meetings to discuss and analyze the data collected and each PLC will analyze and review data with their assigned lead and every teacher will discuss and review data with their designated coach. Every PLC will also create action plans of interventions that require teachers to re-loop instruction for those parts of the curriculum that need improvement.</p> <p>We will use the following as evidence of the objective being fully met:</p> <p>PLC Meeting agendas</p> <p>Common planning/assessments/resources</p> <p>Schoolwide instructional strategies utilized (not limited to Do Nows, Exit Tickets, Close Reading, etc.)</p> <p>Update 10.13.20: The PLC of the PLC Leads met in September. Templates, agendas, and resources around effective PLCs were shared with PLC Leads. PLC Leads were instructed around the components of the agenda template and shared where to place them. PLCs are meeting on Tuesday and/or Thursday of each week. ILT member has been assigned to each PLC by the grouping a Dean and AP to the PLC based on their content expertise. We ensure 100% participation by</p>				<p>Billy Hopkins DOE 8.16.2021</p>	<p>05/27/2022</p>

keeping record of attendance, agenda, meeting minutes. A schedule of interim assessments has been created. Interim assessments will be administered on that schedule. Action plans from PLCs will be created based on interim assessment data. PLCs will respond to the data. Continuous cycle of improvement based on interim data. Teachers are engaged in continuous cycle of improvement outside of interim assessment blocks of time but rather are also engaged in this work as a PLC after routine formative assessments and lessons.

Update 11.10.20: The PLC of the PLC Leads met on November 3rd to discuss strategies that are working leading their peers and the current status of their PLC's in terms of team development. It was also discussed how PLC leads can further develop and partner with one another to gain and share valuable practices among one another and also be coached. An assessment calendar for yearlong midterms and semester-long final exams has been developed and shared out with all teachers. All Teachers and PLCs are expected to turn in their final exams/midterms to Administration and ILT by November 20th so that feedback can be provided. This process will also ensure that PLCs are backwards planning and that assessments are common throughout the PLC. Time is designated after unit common assessments for PLCs to create action plans based upon the data. Additionally, time will be allocated after the yearlong midterm assessments to analyze midterm data.

Update 12.8.2020: PLCs continue to meet at least once weekly to engage in data-driven instruction, collaboratively complete backwards planning, and share successful strategies with one another.

Update 1.12.21: PLC leads meet weekly and as needed if more to discussed strategies to ensures student academic ([Meeting Meetings](#))

Update 05.11.21: PLC Leads have created agendas and have been regularly meeting with teachers in their PLC. Each Administrator has a clear lane and PLCs in which they support and are expected to be at the majority of PLC meetings to guide the conversation and provide Administrative support. Common assessments are being used among PLC members and data analysis is occurring after students take a Common Assessment.

10/23/18	ILT Support will monitor the completion of Common Assessment Planning (i.e. interim and other assessments) and provide feedback regarding the action plan for each PLC.	Complete 05/27/2022	Donevin Hoskins DOE 8.11.2020	05/28/2021
<i>Notes:</i>				
10/23/18	MCL/PLC Leads will create Agendas to guide each meeting to be updated in their team Google Drive Folders.	Complete 05/28/2021	Kevin Poirier DOE 8.11.2020	05/28/2021
<i>Notes:</i>				
10/23/18	An Instructional Leadership Team Member will be assigned to each PLC to provide support to the lead in leading the team and ensure 100% participation in meetings by all other team members.		Billy Hopkins DOE 8.16.2021	05/28/2022
<i>Notes:</i>				
Implementation:		06/01/2021		
Evidence	6/1/2021 Meeting agenda and common assessments are located in the Google Drive			
Experience	6/1/2021 PLC Leads met and collaborated throughout 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.			
Sustainability	6/1/2021 Provide support to current and new PLC leads Share resources to lead an effective PLC Design an Assessment Calendar Establish Common Assessment guidelines			

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
Initial Assessment:			Currently observation teams support the principal with monitoring curriculum and classroom supports. There is an formal/informal teacher observation schedule/process that is used campus-wide that is consistent for feedback. There is a cycle of observation/feedback that is used for coaching.	Limited Development 05/11/2016		

<p>How it will look when fully met:</p>	<p>When fully implemented 100% of teachers will become active members within their PLCs at least once per week and receive instructional support from an instructional coach to model good teaching practices. Teachers will be monitored to observe teaching and improve instruction. They will receive individualized weekly feedback aligned to both areas of strength and areas of growth based on best teaching practices.</p> <p>We will use the following as evidence of the objective being fully met:</p> <p>Instructional formal and informal observation data</p> <p>Feedback emails</p> <p>Instructional Support Accountability Document</p> <p>Each Professional Learning Community will have an instructional leader assigned to support their PLC.</p> <p>Teacher observations will in NCEES will be 100% marked complete</p> <p>Update 10.13.2020: A observation schedule and layout has been provided to the Deans and APs for the content areas at which they support. Deadlines have been shared with each. Mentors have been identified for specific teachers based on data and qualitative data. Those mentors will conduct peer observations for identified individuals (years 1-3 teachers). This is a coaching and growth tool and non-evaluative. Virtual classroom walkthroughs have been conducted by ILT members in an effort to calibrate our instructional lenses as we give feedback to teachers and this will continue throughout the year.</p> <p>Update 11.10.2020: Ongoing. First round observations were completed by November 6th. Will now enter into 2nd round observations.</p>		<p>Donevin Hoskins DOE 8.16.2021</p>	<p>05/27/2022</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>9/10/20</p>	<p>ILT members/support will conduct informal peer observations</p>		<p>Donevin Hoskins DOE 8.11.2020</p>	<p>05/28/2022</p>
<p>Notes:</p>				

2/1/22	The administration is supporting teachers by providing real-time and evidence-based feedback before and after each observation.		Donevin Hoskins DOE 8.16.2021	06/01/2022
<i>Notes:</i>				
2/1/22	WCBS is supporting beginning teachers by assigning each of them to a master teacher and beginning teacher support coordinator. The Beginning Teacher Support Program (BTSP) meets monthly or as needed to ensure that teachers feel supported in a safe space. Teachers are provided with individualized one-on-one and group resources.		Michelle White	06/01/2022
<i>Notes:</i>				
10/17/19	Design a observational feedback form for documenting and tracking where teachers are on the 5 instructional strategies (Cyce Plans & Alignment, Student Engagement (Classroom Management), Do Now, Focused Instruction, Independent Practice, Exit Ticket)		Donevin Hoskins DOE 8.16.2021	06/01/2022
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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!	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
			<i>Initial Assessment:</i> Current Level (LEA/District) - District staff support individual school principals to analyze student and teacher data throughout the school year. This is done in a variety of ways, and the district has tools available for school leaders to support decision-making. The District Accountability Team provides enterprise reporting, measurement, analytics, coaching and professional development on a variety of topics that align with the district's strategic goals. The District Accountability Team transforms raw data into useful and meaningful information to help support decision-making at the school and district level. A portal serves as a gateway for the information, as it pertains to the district's strategic goals. The District Accountability Team provides data coaching and training on multiple data related platforms for all CMS schools and central office support services. The trainings offered facilitate data informed decision making, and therefore impacting student performance. Highly differentiated, school specific coaching is offered on how data can impact lesson planning, common assessment development, and school improvement planning. Learning Community Superintendents and their staff provide ongoing, differentiated support, coaching, and follow up with school leaders as they routinely	Limited Development 05/13/2016		

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. Some CMS schools participate in a pilot of instructional rounds to help leaders systematically improve classroom instruction by looking at a specific problem of practice that is a focus during classroom observations, then analyzing the data, looking for trends to make suggestions regarding school improvement. CMS has the capacity to support its schools as they work toward increasing student achievement; however, it is not consistently translated into improved student learning. Thus, results are varied. School formal and informal observations followed by coaching conversations have provided additional ways to assess school progress and provide feedback needed for adjustments. A learning community teaching and learning team can be deployed to support and respond to efforts to improve. The Learning Community extends professional development and other experiences that support school transformation to instructional leadership team members, teacher leaders, deans and assistant principals. To date, opportunities for this have been inconsistent resulting in fragmented understanding of expectations and new learning to appropriately drive change. Current Level of Implementation (School) - There are systems currently being established to monitor and assess EOC and NCFE areas. This includes Action planning and a clearly aligned assessment calendar that will include 3 cycles of assessment. Teachers have observations on their regular observation cycle and some have a coach. For 20-21 we have put in place aligned a Multi Classroom Leader of English but broadened the scope to include ENG I and II for vertical articulation and depth of impact. We have created a position of a Multi Classroom Leader for Beginning Teacher Support. Teaching them how to use both qualitative and quantitative data to make instructional moves in the classroom. We have used data to align deans and counselors by alpha to better support our scholars social, emotional and academic needs so they are in alignment. Based upon our scores in ENG I and II though improving we need a cross-curricular approach to reading and we have partnered with The New Teacher Project for PD on content based literacy instruction.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>When fully implemented each teacher on campus will be able to experience highly effective observation/feedback and data meetings with a trained personnel on campus. This person may be from the Project LIFT Team, an MCL out of "content" a trained coach or an external partner.</p> <p>Update 5/31/18- This year the following items were created or refined on the PLC Level in NCFE and EOC Areas: Pacing guides that reflect accurate alignment and appropriate timing for NC and Common Core curriculum standards/ Cycle and lesson plans/Aligned assessments (learn checks and cumulative interim assessments (CIAs)) that follow an assessment calendar.</p> <p>Update 9/8/20- Due to COVID and remote learning, teachers are currently using the pacing guides, instructional material, and assessments given by the district.</p> <p>Update 10.13.2020: we will use upcoming data dive meetings to determine teachers strategies for next quarter. Our ILT team is designing an observation/feedback model for teacher leaders to coach teachers. The department chairs have been suggested as personnel to add to the observation/feedback team. Also, members from the curriculum instruction committee and various PLC will also be added to the observation team.</p> <p>Update 11.10.2020: Professional development by Dr. Pettiford for PLC Leads - instructional action plans are being developed after midterms and semester exams are given to scholars</p> <p>Update 12.8.2020: PLC Lead meeting will address the coaching needs of each PLC and design a plan of action on how to effectively coach PLC members. PLC Leads - will be use the how to effectively run a PLC and what are the parts of curriculum that will need to be addressed for student proficiency growth.</p> <p>Update 5.11.21: Ongoing</p>		<p>Billy Hopkins DOE 8.16.2021</p>	<p>05/31/2022</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>9/27/16</p>	<p>Develop training for observation/feedback on campus</p>		<p>Jeneise Myrick DOE 8.11.2020</p>	<p>09/28/2022</p>
<p>Notes:</p>				

9/16/16	Increase the number of personnel on campus who are trained in the observation/feedback process to broaden the scope or reach across campus to all core content areas.		Thomas Kirkley DOE 8.11.2020	09/28/2022
<i>Notes:</i> What is the current alignment of people being coached? Who is not being coached? Who is available to coach? What is feasible to coach someone? What would the parameters be?				
11/17/16	Create Quarterly data overviews for the SLT and Staff to dig into for creating a culture of continuous improvement.		Jeneise Myrick DOE 8.11.2020	09/28/2022
<i>Notes:</i> Help staff to see trends in student performance, come up with root causes and action steps associated with outcomes. This also helps everyone understand their impact on the school. It will include discipline, subject core and elective, cohort data, and attendance for teachers that will show instructional minutes lost due to absenteeism.				
11/13/18	Utilize monthly ILT meetings and weekly PLC data meetings to determine Professional Development Needs.		Thomas Kirkley DOE 8.11.2020	09/28/2022
<i>Notes:</i> Weekly PLC meetings and Bi-Weekly ILT meetings				
Implementation:		02/10/2020		
Evidence	2/14/2017 Walk-through observation protocol DDI Team Meeting Protocols Feedback emails from teachers for implementing real time feedback SLT Meeting Data Decks Staff Meeting Data Decks DDI process documents for coaching and using data to drive instructional practice ILT Meeting Agendas			
Experience	2/14/2017 The team has worked hard to build the capacity of our teacher teams and extended instructional leadership to facilitate the quality work of DDI. As we continue to see the teams who use the DDI process with fidelity improve it further provides evidences that this process fits our work at WCHS adjusted to meet the semester schedule.			

Sustainability	2/14/2017 We will continue to onboard new teachers and continue to grow the capacity of campus leadership to coach and facilitate high quality data team meetings. We will create standards aligned lessons and units of study and push teachers to adopt the Mastery Mindset of student learning which is not time bound.			
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Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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!	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Current Level of Development (LEA/District HR): In addition to the process for recruiting aspiring leaders, CMS has some processes in place to recruit, evaluate, reward, and replace staff, though the method is not yet systemic, limiting the impact on staff retention. For example, some principals receive incentives for leading high-needs schools on an as-needed basis, though the practice is not systematic, limiting impact. In the fall, Title I funds will begin to be used by some schools to recruit and retain staff with 3 or more years of experience in designated areas (ELA, math, science, EC, ELL), creating the potential to positively improve the quality of staff hired and increase the likelihood of retaining them. In addition, staff in Project LIFT schools receive signing bonuses as well as performance bonuses based on a rubric, offering incentives for staff to work in a high-needs feeder pattern. Career fairs are held to recruit teachers specifically for hard-to-staff schools, and the transfer period stays open longer for Title I schools, increasing opportunities for schools to hire experienced candidates from other schools within the district. The district adopted an initiative entitled "Opportunity Culture" as a means of developing potential teacher leaders in 40 schools by providing them with flexibility to select and adapt job models to fit the needs of the specific school as a retention option for some schools. The district's human resources department provides new staff with a tool kit, in addition to a general orientation session, as part of the district's strategic plan for addressing retention. However, the impact on teacher retention is not yet known, thus teacher turnover is closer to the state average, according to the NC Report Card for CMS. In an effort to improve principal retention, CMS has strategies in place. For example, new principals are required to participate in a mandatory Summer Leadership Institute to assist with onboarding new leaders, offering the potential to impact retention of new leaders. The district also has partnerships with several universities that provide additional training for developing potential leaders, creating potential to increase the leadership capacity of principals and to impact the principal turnover rate, which is just below the state average, according to the NC Report Card for CMS. CMS implemented retention/recruitment bonuses for the principal position in the three Beacon high schools in an effort to recruit and retain strong leadership. Other Beacon principals received a 10% bonus for taking on the challenge of a turnaround school. Current Level of Development (from LIFT): Project L.I.F.T. has established a strong system for recruiting, evaluating, rewarding, and replacing staff. Recruiting for L.I.F.T. positions begins very early (December) and runs through the beginning of the next school year. We have developed key messages to attract talent from around the region. In addition, we have established a

Limited Development
05/13/2016

rigorous screening process to ensure we hire the best talent available. Evaluation of staff is critical and we have sought to provide regular feedback to every teacher. We also develop leadership capabilities within teachers and further develop teacher leaders and administrators . Along with the standard evaluations the state requires, we regularly observe and give feedback to staff members. We also use a common set of competencies across the entire learning community to force rank our staff. Our evaluations inform our reward system. Those teachers who are ranked in the top percentile of their school are rewarded monetarily as well as with accolades and invitations to special celebratory events. Also, those teachers who show the highest growth receive a monetary reward. With a robust recruitment plan we have been able to replace staff effectively. We had less than 4 openings for the start of school this past school year. Current Level from the School (WC) - the recruitment team consists of the principal, two assistant principals two assistant principals and the teachers at West Charlotte. As candidates are filtered to the school for hiring the team immediately makes contact with candidates that are necessary in areas to fulfill the vacancies. We have teams attend all meet-and-greet opportunities, we hand out literature that supports the vision and mission of the work at WC High School and continue to maintain lines of communication with candidates throughout the process of placement. During the hiring process we also have candidates simulate a teaching/coaching/feedback session so that they can experience the level of responsive feedback and we can observe how they take and implement in the moment feedback. During the school year we use incentives for staff monthly to support a positive staff culture and monetary incentives are provided as retention and recruitment bonuses using a set criteria for teachers in our highest quartile.

How it will look when fully met:

(2018-2019)

C3.04 The LEA/School will establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff

When fully implemented 100% of teachers will be aware of processes for evaluating and rewarding for performance. They will also support in the hiring process. The evaluation process will consist of teacher/administrative observations conducted by administration, peer observations, and coaching feedback. All administration is trained on facilitating observations via district professional development and teachers that conduct peer observations use a standard rubric. Coaches use the ILT rubrics for observation and use these results to give feedback to teachers.

Teacher leaders will assist in recruiting new staff and with hiring new staff. Teacher leaders along with administration will attend career fairs, post vacancies via social media and district platforms.

We will use the following as evidence of the objective being fully met: Our Master Hiring document will be updated. Teacher Leads will be supported in hiring. ILT rubric data will be analyzed. Informal and formal teacher observations will be conducted following coaching and feedback.

Update 10.13.2020: Currently in CMS District pending status. Working in house on ways to reward staff in conjunction with celebration/recognition committee.

Update 11.10.2020: Virtual interviews have been conducted to fill all vacancies.

Update 12.8.2020: "Fall For CMS" - New Year/New You- Virtual Career Fair December 16 (3-6:00 PM) will be held to recruit highly qualified teachers

Update 4.20.21: Continuous feedback is given to teachers through informal and formal observations, coaching sessions, and peer observations. Our Celebration committee recognizes staff birthdays. Staff are given shoutouts through various media outlets on the impact they are making. CMS Virtual Spring Career Fair 3:00-6:00 PM

**Donevin Hoskins
DOE 8.16.2021**

05/28/2022

Actions		1 of 2 (50%)		
10/19/19	Schedule teacher leaders and administration to attend career fair	Complete 04/19/2021	Thomas Kirkley DOE 8.11.2020	05/03/2021
<i>Notes:</i> Not Completed due to COVID-19. Interviews completed virtually.				
10/19/19	Ensure that ILT members are trained on using ILT rubrics, especially those that demonstrate teacher effectiveness in the classroom that will aid members in selecting higher-caliber candidates for open positions.		Billy Hopkins 8.11.20	05/28/2022
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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!	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>Initial Assessment:</p>	<p>There is a digital street team created and facilitated by Ms. Johnson, Media Specialist, that includes an Instagram account and a WC Facebook page that will allow for community members to stay informed with What's Happening' at West Charlotte High School.</p> <p>In the fall of 2021, West Charlotte High School hosted a parent meet and greet night on September 15 at 6:00 pm. This included key community members, presentations, and dinner. The next parent event night is on November 16. That event will be held virtually to allow all parents to attend. During parent events, we will always have multiple opportunities to assist parents with technology needs, PowerSchool, and questions that they may have about the progress of their students.</p> <p>A Spring Title I Parent Night will also be hosted by the Principal during the second Semester. During the second semester, there will also be a report card pick-up night, in addition to grade-level meetings and individual club and organizational meetings. Currently, other forms of communication are being established to ensure parents are informed and involved, such as weekly parent calls to notify them of any announcements for the upcoming week and parent monthly newsletters.</p> <p>West Charlotte High School is in the process of establishing our PTSA to ensure that parents and students are well informed and active. We are also soliciting parent participation during all parent and student events. We are also establishing protocols to manage skipping, tardiness, credit recovery, and more parental involvement.</p>	<p>Limited Development 02/19/2016</p>		
	<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p>How it will look when fully met:</p>	<p>100% of teachers will provide their contact information to students in the form of a letter via students for parent signature within the first 20 days of the semester. Failure to return will result in a phone call. Making the initial connection with a family is key to the work and finding the number and/or address that works is vital for our records as well. Parents will feel open and welcomed at West Charlotte High School feeling like this is a safe place they can come to have their needs and concerns met not only for their children but for themselves. This opens up many avenues to support the family and ensure success</p>		<p>Billy Hopkins DOE 8.16.2021</p>	<p>05/28/2022</p>

overall for our scholars.

When fully implemented the school will communicate using a variety of methods to reach families in regards to important academic and community occurrences (EOY testing, performances, parent meetings, or other events).

We will use the following as evidence of the objective being fully met:

Common and universal teacher access to communication methods (phones, addresses, etc.)

Parent access to PowerSchool (data to show increased access to student-level)

Growth in ConnectEd access to working numbers

Re-engaging PTSA with regularly scheduled monthly meetings

Update 10.13.2020: The initial idea was to do a parent letter but that was shifted due to the quick 20-day turnaround and not adding too much onto teachers during that time. The plan is to reach out to our teacher leaders and ask for three strategies parents can use to help students prepare for final exams. An email will be sent to teacher leads by October 20th and the newsletter created by November 13th to be ready by November 30th. Methods of delivery could include Canvas Pages, School Website, Social Media, etc. Would also like to include the media specialist, communications committee, and possible parent engagement.

Update 11.10.2020: Email was sent to teacher leads and we received 4 responses. The responses will be spread out over 3 newsletters to be sent out prior to testing

Update 1.11.21: Hines met with Johnson to discuss the weekly study tip shoutouts. Starting February this will go out every Wednesday in flyer form on social media, school librarian page, and student's weekly announcement post. It will be one tip per week based on tips suggested by teacher leaders in the

Actions		1 of 5 (20%)		
9/21/20	The school created a centralized hub that shares information with parents and students about instructional expectations, resources, and events	Complete 05/28/2021	Lashonti Hines DOE 8.11.2020	05/28/2021
<i>Notes:</i>				
9/16/16	Upload the communication and the correct phone number/address to the WC Communication Intervention Log via Google		Lashonti Hines DOE 8.11.2020	05/28/2022
<i>Notes:</i> Google Log for teachers to track all conversations/letters, etc sent for a student This has to be used for us to all stay on the same page.				
11/17/16	Use the DubC in the community as a way to plan effective work for the increased engagement of families in the work at West Charlotte.		Lashonti Hines DOE 8.11.2020	05/28/2022
<i>Notes:</i> Plan events & activities that include our staff going into the community to provide resources and opportunities to engage parents right where they are Engage WC Staff Engage Local Faith Based Partners, & Businesses/ Agencies Devise High Impact Events Give parents access to provide immediate feedback				
2/1/22	WCHS parent professional development's purpose is to support parents' accessibility to their child's grades through demonstrating how to access PowerSchool, Canvas, and WCHS resources. This initiative also supports student advocacy, well-being, and access to technology.		Kevin Poirier	06/01/2022
<i>Notes:</i>				
10/8/21	There is a digital street team created and facilitated by Ms. Johnson, Media Specialist, that includes an Instagram account and a WC Facebook page that will allow for community members to stay informed with 'What's Happening' at West Charlotte High School. We are continuing to recruit and reestablish parental involvement to allow parents to serve on our School Improvement Team. We will do this by consistently hosting parents events and educating parents on the work that our school improvement team is doing. We are also in the process of reestablishing our PTSA.		Glorigean Boyd DOE 8.16.2021	06/03/2022
<i>Notes:</i> This is an ongoing effort to recruit, engage and involve parents.				
Implementation:		11/18/2019		

Evidence	2/6/2018 2/6/2018-ConnectEd messages, social media posts, and Principal Chat n Chews are some evidence that demonstrate our methods in reaching parents.			
Experience	2/6/2018 - During our experience we found that it is sometimes an obstacle to reach parents because we do not have updated phone numbers in PowerSchool.			
Sustainability	2/6/2018 - Weekly phone calls are still occurring, and the school will remained involved with our social media efforts			