

2021-2022 State of the School Report

West Charlotte High



Principal Name

Donevin Hoskins

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

EOC		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP	19.2	17.9	20.4		14.8	7.1
	CCR	13.3	13.2	10.2		<5	<5
English II	GLP	32.5	31.9	35.4		10.0	5.4
	CCR	12.5	11.7	16.7		5.0	<5
Math I	GLP	6.6	5.9	10.3		<5	<5
	CCR	<5	<5	<5		<5	<5
Math III	GLP	21.8	18.3	31.8		7.7	<5
	CCR	9.2	6.7	15.9		<5	<5

School	GLP	19.8	18.3	25.0	33.3	9.9	<5
	CCR	8.9	7.9	11.7	22.2	<5	<5

ACT	All	Black	Hispanic	White	English Learners	Students with Disabilities
	27.0	23.7	28.6			8.3

4-Year Cohort Graduation Rate	All	Black	Hispanic	White	English Learners	Students with Disabilities
	63.4	66.9	42.1		31.8	64.6

EOC School Composite 2020-21	19.8
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

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%.

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 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)

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)

III. CHIEF CHALLENGES

- Student Absences - Students are missing increased amounts of school and instructional time due to COVID quarantines, transportation challenges, housing instability, and prioritization of work and family responsibilities.
- Teacher Absences and Vacancies - The average number of absences for staff is more than 4+ days resulting in the loss of instructional time. The increased number of instances where coverage and dispersals are necessary due to inability to secure substitutes has increased the amount of lost instructional time. Missed instructional time and difficulty to fill vacancies are impeding progress toward our school improvement goals
- Safety concerns - The number of weapons found on campus contributes to feelings of an unsafe environment by some staff members and students.

IV. PLANS FOR THE YEAR: SIP ACTIONS

-There are multiple layers of aligned academic support that address the instructional needs of our teachers and departments at West Charlotte HS. Teachers who teach an End of Course course have common planning and Professional Learning Communities meet weekly to plan for instruction, analyze data, and discuss strategies to improve student outcomes. Each department and teacher has an Administrative level of support and layers of instructional coaching support through our Math coach, English Language Arts coach, CTE facilitator, Exceptional Children facilitator, IB coordinator, and Beginning Teacher Support. The Instructional leadership team consists of each specialized support role, in addition to Administrators and Department Chairs. This Instructional Leadership team focuses on data-driven instruction, high-leverage Teach like a Champion strategies for student engagement, and creating positive classroom culture to improve student outcomes.

-Parent and Community engagement continues to be a high priority and strategy to improve student outcomes. There is regular communication to parents via ConnectEd messages and emails. Our Parent Excellence Team has held monthly parent events to engage parents in their child's academic success and provide workshops and training on how best they are able to support their child. Our student services department interfaces with parents and guardians on a daily basis to provide intervention and connect families and students with resources to help their children meet their academic goals and meet other needs that may arise.

-In an effort to improve the overall four-year cohort graduation rate, our Student Services Team meets bi-weekly and focuses on each individual student and their progress toward meeting their graduation requirements. By utilizing the Navigator Portal Counselor Dashboard, counselors focus on current credits earned, credits needed, and current course grades to determine which students are on-track to graduate and/or may need additional support. Students who need additional support are scheduled for credit recovery during the day and are provided in-person after-school credit recovery three times per week. The goal for students is 2% completion progress per day which will ensure the completion of necessary credit recovery courses in order to graduate on time.

-Focusing on Positive Student Outcomes and Celebrating Staff Excellence. We implemented staff celebrations that included recognizing and celebrating staff who are exhibiting outstanding contributions to the success of students. We have initiated the "Excellence is No Accident" Awards during our monthly meetings. In addition, we have found ways to recognize students who have earned A's and B's at the end of the Quarter through our A/B Honor Roll Celebration sponsored by and in partnership with YoungLife and First Baptist Charlotte. Additionally, we consistently are allowing teachers to recognize students that are exhibiting our PRIDE Success expectations with a PRIDE Award certificate and incentive. We are being intentional about sharing good news and positive stories and activities on all available social media platforms.

