

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)

Goal 3: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 8.3% in SY2023-24 to 14.2% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 3)

Goal 4: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from ___% in SY2023-24 to ___% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on English II End of Course assessment will increase from 38.8% in SY 2023-24 to 43.8% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 2: The percent of OSS/ISS incidents will decrease from 18.6% in SY 2023-24 to 13.6% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

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

Guardrail 4: The school will retain 95% of licensed classroom teachers (who met or exceeded EVAAS or Performance Expectations) throughout the 2024-25. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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>As of June 2024, we are actively working towards exceeding our goal. Successes: Math 1 exceeded growth semester 1 with a 32.1% GLP (higher than 25% district goal), and we are preparing to exceed semester 2. Successes: 10 WalkThroughs were conducted during each cycle by each administrator using the CMS Evidence Collection Tool/WCHS electronic walk-through form, with a focus on instructional trends, fostering strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction. Our data includes the collection of 537 walkthrough responses; 118 1st semester & 419 2nd semester. All instructional leaders actively participated in their department biweekly PLC meetings. Teachers received meaningful feedback on their practice consistently from the principal and Leadership Team throughout the year from formal and informal observations and walkthroughs. Teachers also reviewed quarterly gradebook audits to best align with district grading policy. Challenges we currently face will be testing 95% of Math 1 students and exceeding our goal of 25% GLP at the end of this school year. Our Math-I- CCR dropped 0.3% from S1 EOC to Final Benchmark Projection and projections are lower for semester. Opportunities for this indicator for the 24-25 SY would be to continuously address our goals for observations & walkthroughs i.e engagement, rigor, constructive feedback, etc. via the West Charlotte Way.</p>	Limited Development 07/30/2024		

<p>How it will look when fully met:</p>	<p>Scholars are exposed to rigorous and engaging lessons everyday.</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.</p>		<p>Tulani Vaughn</p>	<p>06/30/2025</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
	<p>7/30/24 In order to build teacher effectiveness, West Charlotte HS will create a coaching model to support and provide feedback around instructional look-fors and strategies, curriculum implementation, management, student/family support and other designated needs by partnering with UNCC Beginning Teacher Support and designating 15 specific teachers to be coached. (Goal 3, 4, & Guardrail 1, Fam-S3, Title I)</p> <p>Budget: New Teacher Project \$28,500.00 (See A2.04 for more information)</p>		<p>Paula Cook</p>	<p>01/23/2025</p>
<p>Notes:</p>				

7/30/24 Calibration Walk Throughs will be conducted at least bi-weekly using the 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. WCHS has created an Instructional Support Calendar to identify dates and times that administrative and instructional leaders will conduct classroom walkthroughs. The team will identify patterns and trends during cycled walkthroughs and identify next steps to organize the feedback and support we give to teachers. (Aligns to All Goals & FAM-S-3)

Paula Cook

06/30/2025

Notes:

KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Prior to the end of the 22-23 SY West Charlotte has used funding in the following ways to ensure there isn't an inequity through staffing of additional teachers and instructional support staff, funding for professional development, and bonuses for retention and recruitment. Consequently WCHS has identified an inequity in time needed with our scholars. Due to attendance concerns and learning gaps many students are not successful in core subjects. Therefore WCHS plans to implement with fidelity a data driven out of school tutoring program to provide extra support and fill missing gaps for students.	Limited Development 09/05/2023		
<i>How it will look when fully met:</i>		This indicator will be fully met when the following criteria is consistently implemented throughout the entire school: All students will have a fair and equal opportunity to instruction. All students will have the option of attending out of school tutoring to gain the necessary support they need to be successful in class. As a result there will be an increase in student growth scores as well as academic achievement.		Taylor Conner	06/30/2026
<i>Actions</i>			0 of 1 (0%)		
9/12/23		Within the 2024-25 school year, our school identified the following resource inequity, grade level literacy comprehension and grade level math computation competency. As a result, our school plans to mitigate this inequity by utilizing Title 1 funds to purchase instructional associates that will support the implementation of the Math 1 and English II curriculum (Goal 3, Guardrail 1), (Title 1) See Indicator A.4.01 for more information		Tiny Jett & Chelsea Roberts	06/30/2025
<i>Notes:</i>					

Core Function: Domain 2: Talent Development

Effective Practice: Practice 2B: Target professional learning opportunities

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
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Initial Assessment:

As of June 2024, we have made some progress towards meeting this goal. Evaluation data is available in MyTalent and WC Google walkthrough form. Our data shows an increase in classroom walkthroughs during the 23-24 school year which indicates progress towards administration being able to administer professional development for core instruction in the classroom, and indicates success in aligning appropriate interventions and development of student progress. Successes related to this indicator in meeting our goal is that admin completed 447 walkthroughs capturing data in the WCHS Google Walkthrough form. Multiple departments and staff were able to lead and attend monthly PD developed using the areas of need using walkthrough data. The Admin and ILT leadership team met regularly throughout the school year to review PD progress, and interventions. As of June 2024 the challenges that we are facing in meeting our 24-25 SIP goal targets aligned to the indicator is not having funding and staff to train and maintain the ML and EC we currently have to fully support Tier II/III students needing interventions in Reading, Math, and Science. As of June 2024 the opportunities that exist to address the challenges for the 24-25 SY is to build sustainable actions for the long term professional development and intervention and support by building capacity with more permanent staff leading and attending PD. The leadership team will provide targeted support for classroom teachers to ensure assessment of core instruction in the classroom. Our ILT and admin team will work closely with support staff and teachers to better align the Core using a monthly professional development schedule. The team will also focus on providing professional development and ongoing coaching to support teachers with increasing the Depth of Knowledge level for questions within lessons. There will be opportunities for teachers and instructional leaders to model lessons during planning meetings in order to provide in the moment feedback on instructional practices.

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>		Sierra Clark	06/30/2026
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Actions		0 of 1 (0%)		
9/12/23	Analyze monthly data (Data analysis and action planning process for benchmark data, common assessments, MasteryConnect, Portal reports/leading indicators) created by using the updated Classroom Observation Form as well as Mastery Connect Data to create meaningful professional development for our monthly staff meeting (EVAAS)		Cari Zusammen	06/15/2025

Notes:

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3A: Diagnose and respond to student learning needs

	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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<p>Initial Assessment:</p>	<p>As of June 2024, we have made some progress towards meeting this goal. Based on first-semester data in Biology, we have exceeded EVAAS projections by 1.7% and Math I (first semester) by 4.8%. English II and Math 3 data will have additional data based on end-of-year EOC data. (Include EOC data here)</p> <p>Based on the scholars' Math 8 performance, Math I scholars were identified and entered into the Branching Minds platform. Scholars took the iReady diagnostic assessment and began receiving additional in-class support during the Foundations of Math I classes and during after-school tutoring programs. Identified English I scholars also took the iReady diagnostic assessment. The district began utilizing the Beable platform, and all scholars participated. We found success in completing the diagnostic assessments. However, the challenges occurred with teachers consistently completing student information in the Branching Minds platform. Because of the inconsistency, the data was not monitored with fidelity. Opportunities for success for next year will be sharing teacher leadership roles within the Math I and English I departments. Teacher leaders will attend the Branching Minds district meetings and meet regularly with the MTSS Leadership Team to discuss data. This will increase leadership capacity in teachers and have identifiable shared responsibilities amongst the core teams. EOC data</p>	<p>Limited Development 07/30/2024</p>		
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<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</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.</p> <p>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.</p> <p>Students who are not making progress based on the strategies and support I 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>Paula Cook</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>9/7/24</p>	<p>Purchase instructional resources to support teachers in preparing scholars to write more effectively (Quill)</p>		<p>Vickie Ruff</p>	<p>06/30/2024</p>
<p><i>Notes:</i></p>				
<p>7/30/24</p>	<p>Within the 2024-25 school year the Admin/MTSS Leadership team will implement the iReady evidenced base curriculum program for reading that will help teachers determine students' needs, personalize their learning, and monitor progress to increase overall student performance. (Goal 4 and FAM-S 3)</p>		<p>Yvette Hubbard</p>	<p>01/23/2025</p>
<p><i>Notes:</i></p>				

8/13/24	<p>TSI Required Action: Within the 2024-25 school year, our ATSI school will implement the following evidenced-based interventions: Student Services will review monthly D/F reports, absenteeism reports, and GSI reports showing which courses have the highest amount of failures to create academic supports and interventions for PLCs to increase overall performance of our African American male subgroup (Goal 4, Guardrail 3)</p>		Tulani Vaughn	06/30/2025
<i>Notes:</i>				
9/7/24	<p>Title 1 Budget: Fisher Science \$2009.75 Science Ward \$671.55 Carolina Bio \$7511.50</p> <p>West Charlotte will utilize Title 1 Funds to purchase Science Instructional Resources to provide engaging and hands-on learning activities for scholars (Ward's Science) (Fisher Scientific Company)</p>		Taylor Conner	06/30/2025
<i>Notes:</i> School Smart Goal: Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on Biology End of Course assessment will increase from _____% in SY 2023-24 to _____% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)				
9/17/24	<p>Budget - \$138,908.95 (+ benefits)- 4 Instructional Associates (PRC050)</p> <p>\$69,454.68 for 2 Instructional Associates \$80,135.29 for 1.5 teachers (PRC105) \$57,583.22 for EC facilitator (PRC 105) \$57,583.22 for MTSS facilitator (PRC 050) \$13,500.00 for EIT differentials</p> <p>Action: WCHS will use Title 1 funds on teacher and teacher assistant positions, facilitators and differentials listed above Success of this funding will be measured by success on EOCs. By increasing staff, class sizes will decrease and enable teachers to better serve individual students.</p>		Vallencia Frazier	06/30/2025
<i>Notes:</i> Goal 4: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from ____% in SY2023-24 to ____% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of June 2024, West Charlotte High School has made some progress towards meeting the Math 1 goal. Math 1 exceeded growth 1st semester with a 32.1% GLP (Goal is higher than 25%; Successes we experienced included 10 WalkThroughs conducted during each cycle by each administrator using the CMS Evidence Collection Tool/WCHS electronic walk-through form, with a focus on instructional trends, fostering strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction. We found it challenging to ensure that we test 95% of Math 1 students and exceed our goal of 25% GLP at the end of this school year. Our Math-I- CCR dropped 0.3% from S1 EOC to Final Benchmark Projection and projections are lower for semester 2. The opportunities to address these challenges in the 2024-2025 school year include professional development - 25 staff members will attend “Model School Conference” June 23-26 with a primary focus on engagement and rigor. During the 2024/25 school year, administrators, and content facilitators will provide PD and “in the moment coaching” for teachers. Teachers will create SMART goals that focus on scholar engagement, data driven instruction and rigor. With the use of weekly observations & walkthroughs, administrators will provide tangible, constructive feedback to teachers.</p>	Limited Development 07/30/2024		

<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 re-loop 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>Sydney Thomas</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/13/24</p>	<p>10 WalkThroughs will be conducted during each cycle by each administrator using the CMS Evidence Collection Tool/WCHS electronic walk-through form, with a focus on instructional trends, fostering strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction. FAM-S 29</p>		<p>Taylor Conner</p>	<p>01/23/2025</p>
<p><i>Notes:</i></p>				
<p>9/6/24</p>	<p>Budget: \$7000.00 Novels sets for classroom libraries Action: West Charlotte will utilize Title 1 funds to ensure students get supplemental materials to assist in literacy proficiency and comprehension grade level skills. Barnes & Noble 1363.50</p>		<p>Cari Zusammen</p>	<p>06/30/2025</p>
<p><i>Notes:</i> School SMARTS Goals: The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on English II End of Course assessment will increase from 38.8% in SY 2023-24 to 43.8% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p>				

9/6/24	Budget: Title 1 Fund: \$28,000.00 - Action: West Charlotte collaborates with UNC-Charlotte to support new teachers with classroom management and curriculum support. Align to Goal 3 , Guardrail 1 & 4		Sierra Clark	06/30/2025
<i>Notes:</i> Goal 3: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from- 8.3% in SY2023-24 to 14.2% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal3)				
7/30/24	Instructional teams will collaborate with the leadership team to analyze data after each common assessment to provide differentiated instruction to meet the needs of all students (Goal 1)		Paula Cook	06/30/2025
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities
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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
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Initial Assessment:

As of June 2024, we are actively making progress towards this goal. Successes related to this indicator are that over 250 scholars have consistently attended Attendance/Credit Recovery, OSTT, and Extended Day each week and received tutoring services for the following courses: Biology, CTE, English 2, Math 1, Math 3, and World Languages.. Scholars who attend Attendance/Credit Recovery, OSTT, and Extended day were also given the opportunity to earn back seat time for classes missed to promote grade to grade promotion. Increased attendance in the program will result in improved academic performance, preparation for college and/or career, and second chance for success. Additionally, another success is that 289 courses have been completed via Credit Recovery in the 2023-2024 school year. This has supported grade to grade transitions as scholars are able to matriculate and be promoted to their correct grade level to support on-time graduation.

Student support services school improvement program focuses on meeting the requirements related to data-driven decision-making to support student achievement, student discipline, and student attendance. By leveraging data, we identified areas of improvement and implemented targeted interventions to enhance student outcomes. Through our program, we aimed to create a positive and inclusive learning environment that fosters academic growth, promotes positive behavior, and ensures regular attendance. By addressing these key areas, we were confident in our ability to enhance student success and create a thriving school community and graduation rate. One of the challenges that continues to exist is ensuring that scholars understand and know all of their options as they transition from grade level to grade level and are aware of the multitude of options that exist for high school students at West Charlotte High School including AP Courses, IB Courses, CTE Pathways, Career and College Promise, JROTC, as well as the variety of options with regard to electives and opportunities as they transition from grade level to grade level. An additional challenge is around ensuring plans are put in place at the end of the year in order to have a strong start to the summer and to next year if there are scholars who have had difficulty matriculating to the next grade level. There are many opportunities that exist within this indicator moving forward such as planning end of year transition meetings with scholars to present opportunities to them as it relates to summer school and credit recovery so that scholars can be better prepared for the next grade level and ensure that consistent meetings are occurring between students services and each individual scholar to ensure successful transition from grade level to grade level.

Limited Development
09/29/2022

<p>How it will look when fully met:</p>	<p>West Charlotte High School will fully implement transition meetings to address students' academic, behavioral, and SEL support. We will increase the attendance, promotion, and graduation rate by 5%. We will increase in Math I College and Career rate from 8.3% to 14.2% in 2024 to 19.2% in 2025-2026. We will consistently utilize and apply the Branching Minds platform to address all students MTSS core instructional and behavioral levels to support students social and emotional concerns.</p>		<p>Kendall Rudolph</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>7/30/24</p>	<p>WCHS will implement a plan to increase student access and success in Honors, IB and AP level courses and electives</p>		<p>Paula Cook</p>	<p>01/23/2025</p>
<p><i>Notes:</i></p>				
<p>9/12/23</p>	<p>Implement effective transition strategies (e.g. Transition Meetings, counselor feedback, etc.) to promote scholar success to the next grade level.</p> <p>Transition meetings with school counselors for rising 9th grade students with IEP/504 plans will occur during the spring. Teachers with students with IEP/504/ML plans will be notified on a need-to-know basis annually. Opportunities for rising 9th grade students will be offered to students during the summer to prepare them for Foundational Math/Math I. (Goal 3, Guardrail 1)</p>		<p>Dominga McKinney-Cofield</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				

9/12/23	<p>Implement intentional utilization of student data to provide attendance academic, behavioral, and SEL support for students level-to-level and grade-to-grade transitions using the MTSS model via Branching Minds.</p> <p>Student data will be consistently monitored and reviewed to ensure students are making progress to transition successfully to the next grade.</p> <p>Staff members will receive professional development on the MTSS model and the utilization of the Branching Minds platform for Tier 2 and Tier 3 academic/behavior interventions and data tracking. Goal 3, Guardrail 3.</p>		Paula Cook	06/30/2025
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Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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	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
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Initial Assessment:	<p>As of June 2024, we have made some progress towards meeting this goal. Based on first-semester data in Biology, we have exceeded EVAAS projections by 1.7% and Math I (first semester) by 4.8%. English II and Math 3 data will have additional data based on end-of-year EOC data. (Include EOC data here)</p> <p>Based on the scholars' Math 8 performance, Math I scholars were identified and entered into the Branching Minds platform. Scholars took the iReady diagnostic assessment and began receiving additional in-class support during the Foundations of Math I classes and during after-school tutoring programs. Identified English I scholars also took the iReady diagnostic assessment. The district began utilizing the Beable platform, and all scholars participated. We found success in completing the diagnostic assessments. However, the challenges occurred with teachers consistently completing student information in the Branching Minds platform. Because of the inconsistency, the data was not monitored with fidelity. Opportunities for success for next year will be sharing teacher leadership roles within the Math I and English I departments. Teacher leaders will attend the Branching Minds district meetings and meet regularly with the MTSS Leadership Team to discuss data. This will increase leadership capacity in teachers and have identifiable shared responsibilities amongst the core teams. EOC data</p>	Limited Development 08/05/2024		
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<p>How it will look when fully met:</p>	<p>By the end of June 2025 the implementation of Capturing Kids Hearts, core SEL Curriculum and the use of Restorative Practices will be utilized by all faculty and support staff to meet the academic and behavioral needs of all students. The information and data that will monitor and drive the objectives will consist of: strategic scheduling and staffing that support a tiered instructional system; an established and effective MTSS leadership/student support team, and the development and implementation of a school-wide behavior matrix. FAM-S 30 (Behavior)</p>		<p>Tulani Vaughn</p>	<p>06/30/2025</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/13/24</p>	<p>With the implementation of Capturing Kids Hearts, WCHS faculty and staff will receive professional development on how to utilize transformational processes focused on students' social-emotional wellbeing, relationship-driven campus culture, and student connectedness. FAM-S 31 (SEL)</p>		<p>Yvette Hubbard</p>	<p>06/30/2024</p>
<p><i>Notes:</i></p>				
<p>8/13/24</p>	<p>With the use ongoing classroom management and restorative practices professional development, teachers will incorporate strategies to create community, a sense of belonging in the school. There will be continuous schoolwide training and implementation of the WCHS behavior matrix minor/major infractions, in an effort to strengthen as well as restore student behavioral practices. FAM-S 30 (Behavior)</p>		<p>Paula Cook</p>	<p>01/23/2025</p>
<p><i>Notes:</i></p>				
<p>8/13/24</p>	<p>All classroom teachers will submit daily attendance by the 1st fifteen minutes of the block; Front office shares list of daily absences with Support Staff after Powerschool Report is downloaded. Attendance Expectations will be shared with families at the beginning of the year and signed Attendance Expectations reiterated in monthly Attendance newsletter and regular family meetings; The monitoring of the effectiveness of the attendance plan will take place weekly during the Student Service professional learning community. LINK ATTENDANCE PLAN</p>		<p>Paula Cook</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				

9/6/24	Budget: 60,292.36 Action: The counselor will ensure student attendance data is accurate for the MTSS report. The counselor will support the Graduating Support Initiative by working with seniors that may experience homelessness, and students with social and emotional trauma to ensure the graduate on time. Aligned with Guardrails 2 & 3.		Vallencia Frazier	06/30/2025
<p><i>Notes:</i> Smart Goal - The % of OSS/ISS incidents will decrease from 18.6% in SY 2023-24 to SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)</p> <p>Goal 4: The percent of rising 12th grade students on track to graduate from high school, enrolled, enlisted or employed will increase from ___ % in SY2023-24 to ___% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)</p>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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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

Initial Assessment:

As of June 2024, we are actively making progress towards this goal which will remain ongoing for the next school year. Parent survey data, communication logs, event feedback and parent/guardian/family level of engagement indicate that we are making strides towards fully meeting this goal. Successes related to this indicator in meeting our goal is that we regularly communicate with parents/guardians about our expectations of them and the importance of the curriculum of the home. We have implemented a consistent weekly/bi-weekly communication system to our families. We utilize email, ConnectEd, school website, social media, Canvas, Parent Square and individual teacher websites to provide regular schoolwide updates pertaining to attendance, academic, behavior, and social emotional support. Data (including Schermco parent/guardian surveys) shows that implementation of consistent and frequent communication platforms have resulted in an increase of family participation and engagement at school wide events such as Back to School Night, Open House, Families of Empowerment Nights/Curriculum Nights, Scholar Success Night, IB Parent Nights, Performing Arts events, Senior Events, Student Services events, etc. In addition, other successes related to this indicator in meeting our goal is that we consistently hosted quarterly community partnership meetings with local businesses, community organizations and community members. Our collaborations during and after these meetings resulted in partnerships, networking with volunteers, mentorships, donations and professional development resources that provided school wide support to staff, scholars and families. As of June 2024, the challenges that we are facing in meeting our 23-24 SIP goal targets aligned to the indicator are not fully meeting engagement expectations of PTSA and all staff maximizing use of communication platforms with parents, guardians and families. In addition, we are working to achieve at least 40% participation of parents, guardians and families at curriculum related school wide events.

As of June 2024 the opportunities that exist to address the challenges for the 23-24 SY is to seek additional ways to support building capacity of our PTSA and support staff with maintaining established two way communications with parents, guardians and families. This will be a primary focus for the actions within this indicator for the upcoming school year

Limited Development
08/07/2024

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <p>School-wide communication plan has been created, and successfully implemented to ensure equitable systems and processes to increase parent and community involvement and engagement. These systems will include: Community Partnerships that positively impact student success, school events that engage parents/guardians in their child's learning and strategic use of district communication apps and platforms</p>		<p>Sydney Thomas</p>	<p>01/23/2025</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>8/13/24</p>	<p>West Charlotte High School will increase Family Engagement by 5% by the end of the 2024-2025 school year as evidenced by attendance at Family Engagement and Family Empowerment nights. FAM-S 3. West Charlotte sponsors Curriculum Night, AVID student involvement night, Free FAFSA application- senior night, Rising Freshmen Invitational Night.</p> <p>Updates from SIT Meeting (Ongoing)</p>		<p>Kevin Poirier</p>	<p>06/30/2025</p>
<p>Notes:</p>				

<p>9/5/24</p>	<p>Budget: 10,000.00 (PRC 105) Food for family Engagement 12,558.92 (PRC 050) Supplies and materials Rising Lion Institute-8/14/2025 \$751.50 for Bobbee O's BBQ \$_____ for Costco \$37,064.44 - Family School Advocate</p> <p>Action: Family Engagement Night (\$2000.00) West Charlotte will use food to feed and encourage families to come to their scholar's school/classroom and meet teachers, tour the school, build relationships with school family.</p> <p>Action: The family school advocate will be utilized at WCHS Title 1 funds to provide support throughout the year to ensure scholars and families are receiving the necessary resources and support to be academically and socially successful</p>		<p>Sydney Thomas</p>	<p>06/30/2025</p>
	<p><i>Notes:</i> To increase student attendance rate and the graduation rate by 5%, West Charlotte High School will host Family Empowerment Night to bring families and community members into the school to take part in school activities, meet school personnel and build a sense of belonging. Goal 3: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 8.3% in SY2023-24 to 14.2% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 3)</p>			