

## Comprehensive Progress Report

**Mission:**

West Mecklenburg High School will provide a supportive, structured, and academically enriched environment to prepare all students to meet requirements for graduation, and life after high school.

**Vision:**

West Mecklenburg High School will provide a supportive, structured, and academically enriched environment to prepare all students for completion of high school requirements, graduation, and life after high school.

**Goals:**

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

West Mecklenburg High School will provide Duty-Free Instructional Planning Time for Teachers: The NC SBE’s statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week. (Aligns to A2.04).

The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 1.6% in SY2021-22 to 13.3% in SY2022-23 and 25% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of graduates earning a state high school endorsement will increase from 11.4% in SY2021-22 to 43.2% in SY2022-23 and 75% in SY2023-24. (Aligns to A4.16 and CMS Goal 3)

West Mecklenburg will provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4) \*Schools can also focus on specific grade levels or content areas based on their individual school data

The percent of students reporting a positive self-perception of their engagement will increase from 30% on the Fall 2021 Panorama Screener to 35% in SY2022-23 and 40% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 28.4 % in SY2021-22 to 25% in SY2022-23 and 23% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>High expectations for all staff and students</b>

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>We are using restorative practice and incentives through HERO as a behavior support model. The teachers have been trained, and there is a support team who monitors the student's incidents.</p> <p>As of June 2023 we have trained all staff on distributing HERO bucks for desired behavior. 55% of the staff consistently give bucks for behaviors that are tied to the PRIDE Matrix and monitored by student incidents in Educator's Handbook. Moving forward the team wants more face to face time with students to transfer knowledge and show benefits of HERO in a way similar to the No C campaign team comes to the classroom briefly to discuss the benefits of having A's and B's. Every classroom teacher developed a Behavior Matrix that was tied to the issuance of HERO bucks.</p> <p>As of June 2023, not all teacher participate in the distribution of bucks, looking at the distribution data, 20% of the teachers did not issue bucks to any students, some are teacher leaders. A challenge was how to tie the dollar amount of bucks to activities and or incentives that students could purchase. As a school we have created a team of teachers and staff to develop a HERO bucks incentive chart aligned with dates and activities for students to purchase in the 23-24 school year. This will be presented to students during orientation. All WM school-wide activities and events will be linked to HERO bucks. Teachers will narrate the alignment to the code of conduct within the 1st ten days of school and adjust as needed at the beginning of each quarter.</p>	Limited Development 09/11/2022		

<b>How it will look when fully met:</b>	The goal is to decrease student incidents by 20% from the 2021-2022 portal data. Restorative practice strategies will allow the students to be redirected and remain in class. Student rewards and incentives will be implemented on a weekly basis (Hero Initiative Program) to recognize student improvement in the areas of attendance, hard work, and perseverance. Communities in Schools will continue to provide incentives to reward students for increased attendance.		<b>Casimir Bundrick 08/24/2019</b>	<b>06/15/2024</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
9/11/22	The Hero Management team will provide PD for teachers on how to implement restorative practices strategies in the classroom, issue hero bucks, review the behavior matrix, and input discipline data using the educator's handbook. (Guardrail 3)		Lawrence Peoples 10/01/2021	02/28/2024
	<i>Notes:</i> Continue - Lawrence Peoples and Lauren Zuppo will lead. - Evidence of progress is linked here: <a href="https://docs.google.com/document/d/1iIDR18m3t-oeo_LaFSpf6ab0shKSvV5_MsqDGZ4x0P8/edit?usp=sharing">https://docs.google.com/document/d/1iIDR18m3t-oeo_LaFSpf6ab0shKSvV5_MsqDGZ4x0P8/edit?usp=sharing</a>			
9/11/22	The BMT team will Implement interventions by utilizing proactive and reactive strategies such as visiting classrooms, weekly monitoring, and providing feedback on teacher implementation of restorative practices. (Guardrail 3)		Casimir Bundrick 08/24/2019	06/15/2024
	<i>Notes:</i> Evidence of progress is linked here: <a href="https://docs.google.com/document/d/1iIDR18m3t-oeo_LaFSpf6ab0shKSvV5_MsqDGZ4x0P8/edit?usp=sharing">https://docs.google.com/document/d/1iIDR18m3t-oeo_LaFSpf6ab0shKSvV5_MsqDGZ4x0P8/edit?usp=sharing</a>  Due to teacher and staff turnover, we will continue the goal of moving toward integrity in the 23-24 school year.			
9/11/22	Based on discipline data from 2022-2023, the team will monitor and set goals for students with multiple suspensions (in-school and out-of-school). BMTs (Behavior Management Technicians) will monitor the tier 2 and 3 students and use an action plan to track student behaviors and create interventions for those students. (Guardrail 3)		Casimir Bundrick 08/24/2019	06/15/2024
	<i>Notes:</i> Evidence of progress is linked here: <a href="https://docs.google.com/document/d/1iIDR18m3t-oeo_LaFSpf6ab0shKSvV5_MsqDGZ4x0P8/edit?usp=sharing">https://docs.google.com/document/d/1iIDR18m3t-oeo_LaFSpf6ab0shKSvV5_MsqDGZ4x0P8/edit?usp=sharing</a>  Due to teacher and staff turnover, we will continue the goal of moving toward integrity in the 23-24 school year.			

9/11/22	The Instructional Leadership Team will use the Get Better Faster framework (management and rigor trajectory) to provide coaching opportunities and support based on observational needs and caseload assignments.		Casimir Bundrick 08/24/2019	06/15/2024
<p><i>Notes:</i> Evidence of progress is linked here:  <a href="https://docs.google.com/document/d/1iIDR18m3t-oeo_LaFSpf6ab0shKSvV5_MsqDGZ4x0P8/edit?usp=sharing">https://docs.google.com/document/d/1iIDR18m3t-oeo_LaFSpf6ab0shKSvV5_MsqDGZ4x0P8/edit?usp=sharing</a></p> <p>Due to teacher and staff turnover, we will continue the goal of moving toward integrity in the 23-24 school year.</p>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			<p>As of the 2021-2022 school year, 1.6% of the students at West Mecklenburg are Career and College Ready. 11.70% of the students are Grade Level Proficient</p> <p>As of June 2023 we made progress on this goal but did not fully meet it. We have an unofficial Math I proficiency score of <b>CCR = .9 (-.6)</b>.  <b>Current: Participation = 89.2 up from 21-22 by +4.6%, and GLP = 10 down by -1.1%.</b></p> <p><b>As of June 2023 the successes we experienced related to this indicator in meeting our goal is that the Math dept. PLCs met biweekly. They discussed unpacking standards, lesson planning, modeling lessons, and analyzed common assessment data with re-looped instruction. we pushed for teachers to lesson plan during PLC using a modeling resource approach. Therefore, PLCs primary focus was internalizing lessons, planning for facilitation and data analysis. During the 2022-2023 school year, teachers lost fidelity when it came to making sure that data was entered within 24-48 hours of assessing student learning. Increased coverage duties resulted in less time being spent utilizing assessment tools as informative methods for determining student mastery. During the 23-24 school year, a more timely approach will need to be developed that will allow teachers to focus on prompt evaluation and discussion of student quantitative and qualitative data. We utilized our math master teacher to support the implementation of the new curriculum with fidelity. Teachers received coaching and planning support throughout the year within the school and from the district.</b></p>	No Development 08/08/2022		
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As of June 2023, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator is that we are understaffed for Math; we are addressing these issues by working with our Human Capital Partner to do nationwide searches for Math 1 teachers; we also advertised for 2 EIT teachers. We also had a chronically absent population of students; as a result, we plan to develop an Attendance Plan that is inclusive of student home visits, and incentives have not yielded the progress that we intend.

**How it will look when fully met:**

In full implementation, teachers are aligning instruction in the Math 1 curriculum with Foundation supporting with "Just in Time" supports. Our efforts ensure instructional strategies promote growth and improve proficiency while aligning with the curriculum. Teachers will use data trackers from formative and summative assessments to determine "just-in-time" supports to meet the needs and strengths of students enrolled in Math 1. Every student enrolled in Foundations will show mastery of skills by submitting a portfolio of tasks to show mastery of "just in time instruction" and activities that show growth over time in skills. Measured by students' successful completion of the student reflection component included in the curriculum.

**Casimir Bundrick  
08/24/2019**

**06/15/2024**

**Actions**

**0 of 8 (0%)**

9/15/22

The school principal will conduct calibration walkthroughs with the Instructional Leadership Team to identify coaching caseloads. He will conduct quarterly walkthrough to monitor Get Better Faster Coaching and Feedback sessions. (EVAAS, Math I, FAM-S 29)

Casimir Bundrick  
08/24/2019

02/28/2024

*Notes:* We will continue this next year since the team is new. Evidence is in the attached documents:  
[https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CitX\\_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing](https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CitX_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing)

8/8/22 All Math 1 teachers will use the curriculum commitments, the pacing calendar, and the teacher workbook to plan for the Foundation of Math 1 and Math 1 courses. (EVAAS, Math 1, FAM-S 29)

Jon Griffith  
08/29/2022

06/15/2024

*Notes:* We will continue this next year since the team is new. Evidence is in the attached documents:  
[https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CitX\\_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing](https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CitX_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing)

8/8/22 During the Professional Learning Communities planning, teachers will unpack units and lessons to determine discretionary moves based on formative and summative data based on cooldowns and unit assessments using the protocol designed by the district, shown by opportunities for student collaboration and writing in the discipline for each lesson. (EVAAS, Math 1)

Jon Griffith  
08/29/2022

06/15/2024

*Notes:* We will continue this next year since the team is new. Evidence is in the attached documents:  
[https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CitX\\_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing](https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CitX_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing)

9/2/22 Hawk Time is a 45-minute period built into the master schedule daily. During HawkTime (Intervention Block), teachers will work with students on unfinished learning based on data collected through formal and informal assessments. MasterConnect data will be used to build action plans for the whole group, small group, and individual for non-mastered standards. (EVAAS, FAM-S 29)

Casimir Bundrick  
08/24/2019

06/15/2024

*Notes:* What is the evidence: lesson plans for HawkTime, retest on non-mastered standards.  
  
We will continue this next year since the team is new. Evidence is in the attached documents:  
[https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CitX\\_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing](https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CitX_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing)

9/11/22	<p>Establish an effective Instructional Leadership Team (Administrators, Dean, and Facilitators) support structure to ensure consistency of feedback in planning, data analysis, walk-throughs, observations/evaluations, and coaching, and to support continued growth for all content areas.</p> <p>Establish PLC expectations for West Mecklenburg High School</p> <ul style="list-style-type: none"> <li>● Establish a structure for recording PLC norms, agendas, minutes, data collection, and action planning.</li> <li>● Unpacking Standards, Unit Planning, Instructional lesson plans, Data Analysis, and Action Plan Expectations for Hawk Time.</li> <li>● Establish the administrative schedule to ensure an administrator is present in every PLC meeting to ensure that the appropriate supports and resources are deployed to assist as needs arise.</li> </ul> <p>(Math 1, EVAAS, FAM-29 S)</p>		Casimir Bundrick 08/24/2019	06/15/2024
<p><i>Notes:</i> We will continue this next year since the team is new. Evidence is in the attached documents:  <a href="https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CitX_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing">https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CitX_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing</a></p>				
9/11/22	<p>Provide authentic, timely coaching/feedback on teacher instructional delivery through 1:1 meetings with the teacher and formal/informal observation using the Get Better Faster trajectory. Teachers will have walkthrough data before receiving an official observation; the walkthrough will focus on the Instructional Excellence Look, Fors. (EVAAS, Math 1)</p>		Casimir Bundrick 08/24/2019	06/15/2024
<p><i>Notes:</i></p>				
9/11/22	<p>English I/English II PLC members will internalize using the Purposeful Planning document provided by the district to internalize and unpack standards/activities to implement the district-provided Springboard curriculum, with fidelity and attend professional learning opportunities throughout the school year. (EVASS)</p>		Annissa Johnson- Anthony	06/15/2024
<p><i>Notes:</i> We will continue this next year since the team is new. Evidence is in the attached documents:  <a href="https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CitX_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing">https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CitX_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing</a></p>				

9/15/22	The student services team (Counselors, Social Workers) and administrators will have bi-weekly attendance meetings to discuss students that are chronic attendance violators. The team will support students through groups, individual counseling, check-in/check-out, and conduct parent conferences and home visits. (Math 1, EVAAS, Guardrail 1.3, Goal 3 Guardrail 3.1, 3.2, 3.3, (Self-efficacy, self-management, engagement) FAM-S 29, FAM 30 and 31)		Wendel Evans	06/15/2024
<i>Notes:</i> We will continue this next year since the team is new. Evidence is in the attached documents: <a href="https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CItX_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing">https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CItX_2-vf8mwth5V1errA4MVkWpU/edit?usp=sharing</a>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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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
<i>Initial Assessment:</i>		<p>West Mecklenburg HS meets with departments consistently; tested PLCs have protocols supporting lesson planning, assessment creation, and data tracking and analysis. This group of teachers works together to ensure standards-aligned lessons match the NC standards specific to courses taught. As a community, we are working on creating PLC protocols to improve this practice with the implementation across all disciplines that the Instructional Leadership Team will monitor.</p> <p>As of June 2023, a team was formed to look at school-wide data that support the MTSS Framework (Behavior, Academics, and Social-Emotional). Our district assigned support led training on how to do a classroom reset using the PRIDE matrix. All staff participated in Writing to Learn training monthly from September - May with expectations of integrating the strategies into instructional practices. A walkthrough form was created to track implementation. The ILT team has created a PLC Handbook with protocols and procedures for conducting PLC meetings. 100% of the EOC tested subjects used the materials. Data for the 2022-2023 shows and increase in number of students tested and increases in GLP and CCR for Math 3 and Biology. English II and Math 1 show some decline.</p> <p>EOC Data - we are in a different place</p>	No Development 08/08/2022		



We are still not at 95%

Overall: Participation = 92.6, GLP = 26.9, CCR = 14.4

21-22: Participation = 85 (+7.6%)

GLP = 25.3 (+1.6%), CCR = 9.3 (+5.1%)

Math 1 → 21-22 Participation = 84.6, GLP = 11.7, CCR = 1.5

Current: Participation = 89.2 (+4.6%), GLP = 10 (-1.1%), CCR = .9 (-.6)

District goal for next year = 25% CCR

Math 3 → 21-22 Participation = 88.4, GLP = 40.9, CCR = 16.4

Current: Participation = 93.9 (+5.5%), GLP = 43.9 (+3%), CCR = 23 (+6.6%)

Bio → 21-22 Participation = 83.8, GLP = 22.5, CCR = 11.2

Current: Participation = 93.2 (+9.4%), GLP = 26.3 (+3.8%), CCR= 21.4 (+10.2%)

Eng 2 → 21-22 Participation = 88, GLP = 31.5, CCR = 10.7

Current: Participation = 94.5 (+7%), GLP = 28.1, CCR= 11.2

Challenges that we faced include inconsistent use of the resources outside of EOC tested areas. No data collection method for assessing PLC processes, procedures, content and standard alignment, and data use. The majority of team members (outside of Math, English and Science) have never had training on guidance around data-informed instruction design and delivery, as well as intervention design and delivery that ensures optimal learning opportunities for all sub-groups of students.

Moving into the 23-24 school year the ILT team is working to reform processes and front load staff with training on policies and procedures for running data informed PLC meeting with unpacking standards, alignment and assessment rooted in rigor. Tracking PLC meeting integrity to determine to ensure that teacher practices and student outcomes increase using Walkthrough data and a coaching log.

<p><b>How it will look when fully met:</b></p>	<p>Every student will have access to a rich, diverse and rigorous curriculum.</p> <p>Student academic achievement will improve, and classrooms will effectively utilize a series of evidence-based instructional strategies (AVID-Writing across all Disciplines) that will promote growth and improve proficiency. Teachers will analyze data to differentiate instruction based on the specific needs of individual students. Evidence of completion will include assessment results, student data trackers, evidence of re-teaching and re-looping strategies in lesson plans, and MasteryConnect/Schoolnet reports.</p> <p>Students will use data trackers to show ownership of their own learning.</p>		<p>Casimir Bundrick 08/24/2019</p>	<p>06/15/2024</p>
<p><b>Actions</b></p>		<p><b>0 of 10 (0%)</b></p>		
	<p>9/11/22 Train staff on MTSS processes, protocols, and multi-tiered instruction and interventions that support the following elements:  1) modeling/practicing of instruction and intervention design and delivery,  2) alignment/integration between the practices and MTSS,  3) guidance around data-informed instruction design and delivery, as well as intervention design and delivery that ensures optimal learning opportunities for all sub-groups of students, and  4) orientation on the essential behavioral practices of teaching school-wide expectations, acknowledging appropriate behavior, and correcting errors. (Math 1, EVAAS, Guardrail 1.3, Guardrail 3 (engagement), FAM-S 3.)</p>		<p>Lawrence Peoples</p>	<p>02/28/2024</p>
<p><i>Notes:</i> Goals will be continued til next year: here is the evidence of progression -  <a href="https://drive.google.com/drive/folders/1pFYQWWIIgadbQQemrv3KPKQTeF3egVyOa?usp=drive_link">https://drive.google.com/drive/folders/1pFYQWWIIgadbQQemrv3KPKQTeF3egVyOa?usp=drive_link</a></p>				
	<p>9/15/22 All staff will be trained and use Branching Minds to progress monitor interventions based on data to include, attendance, academics, and behavior. (Math 1, EVAAS, Guardrail 1.3, Guardrail 3.1, 3.2, 3.3,(Self-efficacy, engagement) FAM-S 3.)</p>		<p>Jon Griffith 08/29/2022</p>	<p>02/28/2024</p>

	Notes: Goals will be continued til next year: here is the evidence of progression - <a href="https://drive.google.com/drive/folders/1pFYQWWlGadbQQemrv3KPKQTeF3egVyOa?usp=drive_link">https://drive.google.com/drive/folders/1pFYQWWlGadbQQemrv3KPKQTeF3egVyOa?usp=drive_link</a>			
9/20/23	Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s): Recruiting highly effective teachers with the use of differential funds to increase student achievement and growth. To increase the overall performance of students with disabilities (SWD). (Math 1, EVAAS, Guardrail 1.3, Guardrail 3.1, 3.2, 3.3,(Self-efficacy, engagement) FAM-S 3.)		Lawrence Peoples 10/01/2021	06/14/2024
	Notes:			
9/11/22	During PLC planning, the team will access Ellevations to provide strategies for LEP students within their classroom to create flexible groups by language proficiency and differentiate their activities for the unit. (Math 1, EVAAS, Goal 3 - Endorsements, Guardrail 1.3, Guardrail 3, (engagement) FAM-S 3.)		Lawrence Peoples 10/01/2021	06/15/2024
	Notes: Goals will be continued til next year: here is the evidence of progression - <a href="https://drive.google.com/drive/folders/1pFYQWWlGadbQQemrv3KPKQTeF3egVyOa?usp=drive_link">https://drive.google.com/drive/folders/1pFYQWWlGadbQQemrv3KPKQTeF3egVyOa?usp=drive_link</a>			
9/11/22	The MTSS Leadership team will attend professional development to learn and develop core, supplemental, and intensive team structures and roles, processes on how to identify students for supplemental intervention, and effective use of Standard Treatment Protocol and data analysis. (Both Behavior and Academics) (Math 1, EVAAS, Guardrail 1.3, Guardrail 3.1, 3.2, 3.3, (self-efficacy, engagement) FAM-S 3.)		Lawrence Peoples 10/01/2021	06/15/2024
	Notes: Goals will be continued til next year: here is the evidence of progression - <a href="https://drive.google.com/drive/folders/1pFYQWWlGadbQQemrv3KPKQTeF3egVyOa?usp=drive_link">https://drive.google.com/drive/folders/1pFYQWWlGadbQQemrv3KPKQTeF3egVyOa?usp=drive_link</a>			
9/11/22	Using Standard Treatment protocols, teachers will identify students who need supplemental and intensive interventions. 1). Teachers will conduct a student roster analysis to identify the various subgroups and risk factors in their classrooms. 2). After core instruction is provided, they will identify students who need more support and create plans of action for Hawk Time Instruction Block. (Math 1, EVAAS, Guardrail 1.3, Guardrail 3(Engagement), FAM-S 3.)		Lawrence Peoples 10/01/2021	06/15/2024

*Notes:* Goals will be continued til next year: here is the evidence of progression -  
[https://drive.google.com/drive/folders/1pFYQWWlIGadbQQemrv3KPQTeF3egVyOa?usp=drive\\_link](https://drive.google.com/drive/folders/1pFYQWWlIGadbQQemrv3KPQTeF3egVyOa?usp=drive_link)

9/11/22 During PLC planning, the team will consider Specially Designed Instruction to provide strategies for students with special needs within their classroom to create flexible groups by scaffolding and differentiating their activities for the unit. (EC Subgroup) (Math 1, EVAAS, Guardrail 1.3, Guardrail 3(Engagement)

Lawrence Peoples  
10/01/2021

06/15/2024

*Notes:* Goals will be continued til next year: here is the evidence of progression -  
[https://drive.google.com/drive/folders/1pFYQWWlIGadbQQemrv3KPQTeF3egVyOa?usp=drive\\_link](https://drive.google.com/drive/folders/1pFYQWWlIGadbQQemrv3KPQTeF3egVyOa?usp=drive_link)

9/15/22 The student services team (Counselors, Social Workers) and administrators will have bi-weekly attendance meetings to discuss students that are chronic attendance violators. The team will support students through groups, individual counseling, check-in/check-out, and conduct parent conferences and home visits. (Math 1, EVAAS, Guardrail 1.3, Goal 3, Guardrail 3.1, 3.2, 3.3 (self-efficacy, engagement), FAM-S 3, FAM-S 30 and 31.)

Lawrence Peoples  
10/01/2021

06/15/2024

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[https://drive.google.com/drive/folders/1pFYQWWlIGadbQQemrv3KPQTeF3egVyOa?usp=drive\\_link](https://drive.google.com/drive/folders/1pFYQWWlIGadbQQemrv3KPQTeF3egVyOa?usp=drive_link)

9/15/22 Staff will use Branching Minds and a means to progress monitor student that need interventions based on data collected in Content PLC meetings and the Student Services Team meeting where students are identified as needing supplemental and intensive supports. (Math 1, EVAAS, Guardrail 1.3, Guardrail 3.1, 3.2, 3.3 (self-efficacy, engagement) FAM-S 3.)

Jon Griffith  
08/29/2022

06/15/2024

*Notes:* Goals will be continued til next year: here is the evidence of progression -  
[https://drive.google.com/drive/folders/1pFYQWWlIGadbQQemrv3KPQTeF3egVyOa?usp=drive\\_link](https://drive.google.com/drive/folders/1pFYQWWlIGadbQQemrv3KPQTeF3egVyOa?usp=drive_link)

9/15/22	<p>The Instructional Leadership team leaders have planned professional development that is ongoing and aligned with district and school goals. ~ALL teachers will attend AVID-Writing to Learn across all disciplines on the 4th Wednesday of each month from October - May.</p> <p>~ALL teachers will select a PD strand (Instructional Planning, Exploring AVID, Rigor and Differentiation and Multilingual Supports) on the 2nd Wednesday of each month. There are two sessions each year (October - January and February - May). (Math 1, EVAAS)</p>		Jon Griffith 08/29/2022	06/15/2024	
<p><i>Notes:</i> Goals will be continued til next year: here is the evidence of progression -  <a href="https://drive.google.com/drive/folders/1pFYQWWIIgadbQQemrv3KPKQTeF3egVyOa?usp=drive_link">https://drive.google.com/drive/folders/1pFYQWWIIgadbQQemrv3KPKQTeF3egVyOa?usp=drive_link</a></p>					
KEY	A4.06	<p><b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b></p>	Implementation Status	Assigned To	Target Date
<p><i>Initial Assessment:</i></p>		<p>West Mecklenburg High school has arranged a number of supports and interventions when necessary to cater to the needs of our students. Through our Hero Initiative Program using Positive Behavior Intervention and Support (PBIS), we have created a behavior expectation matrix and we are working on teaching our students the positive behaviors we expect on campus. The program provides enrichment, empowerment assemblies, provides guest speakers, provides incentives for students, and attends school functions for support. Furthermore, we have created several ways to reward these positive behaviors in the form of school celebrations, socials, securing guest speakers, and informational assemblies. In addition, we are utilizing Seven Mindsets through advisory which contains a pool of resources to assist teachers with students who may need emotional support. The tier 3 (SS PLC) intervention team is a system of supporting our students with emotional needs. This team consists of the school physiologist, social worker, and counselors to provide optimal support for teachers and students. This team is responsible for monitoring the progress of students referred for a number of reasons, including disruptive behavior and low academic performance.</p>	<p>Limited Development 09/11/2022</p>		

<p><b>How it will look when fully met:</b></p>	<p>Every student has access to social and emotional support. All students will be assigned to Hawk Time during the day and placed in one of three sections based on needs and choice (1- MTSS Supplemental Interventions in Math or English; 2- MTSS Intensive Interventions in Math or English; 3- Club). Hawk time will also serve as Advisory Time weekly to support student's social and emotional needs using the 7-Mindsets curriculum. A positive school climate will be provided, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.</p> <p>Reduce suspension rates by 10% and increase attendance by 10%. Based on Panorama survey data, positive relationships between students, staff, and community. The school will use an insight survey question: My school is an excellent place to teach and learn to review progress towards meeting the goal. Baseline suspension data 18.2% reduce to 8.2%; ISS from 13.8% to 8.8%; reduce the number of chronically absent students to less than 20% of current enrollment.</p>		<p><b>Lawrence Peoples</b> <b>10/01/2021</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 8 (0%)</b></p>		
<p>9/11/22</p>	<p>The School Leadership Team will provide incentives and positive reinforcement for staff and students adhering to the school norms. Math 1, EVAAS, Endorsements, Guardrail 1.3, 3.1, 3.2 and 3.3 (self-efficacy, engagement), FAM-S 30 and 31</p>		<p>Casimir Bundrick 08/24/2019</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>9/11/22</p>	<p>Attendance will be monitored by teachers and support staff to intervene early when students are absent. The Attendance team will develop a weekly process to address students with chronic absenteeism. Math 1, EVAAS, Endorsements, Guardrail 1.3, 3.1, 3.2 and 3.3(self-efficacy, engagement), FAM-S 30 and 31</p> <p>West Meck Attendance Plan: <a href="https://docs.google.com/document/d/1yEB1IXKq4R5nyRdvN09hvE0kC6RmbAc077yNn9HdHkg/edit?usp=sharing">https://docs.google.com/document/d/1yEB1IXKq4R5nyRdvN09hvE0kC6RmbAc077yNn9HdHkg/edit?usp=sharing</a></p>		<p>Casimir Bundrick 08/24/2019</p>	<p>02/28/2024</p>
<p><i>Notes:</i> Attendance Plan: <a href="https://docs.google.com/document/d/1yEB1IXKq4R5nyRdvN09hvE0kC6RmbAc077yNn9HdHkg/edit?usp=sharing">https://docs.google.com/document/d/1yEB1IXKq4R5nyRdvN09hvE0kC6RmbAc077yNn9HdHkg/edit?usp=sharing</a></p>				

9/11/22	The Admin Team will monitor established rules and procedures that promote a positive school culture by monitoring discipline infractions, transitions, class movement (20/20 rule), bell-to-bell teaching, conflict resolution strategies, and Attendance), through implementing the seven mindsets curriculum. Math 1, EVAAS, Endorsements, Guardrail 1.3, 3.1, 3.2 and 3.3 (self-efficacy, engagement) FAM-S 30 and 31		Lawrence Peoples 10/01/2021	06/15/2024
<i>Notes:</i>				
9/11/22	The student services team will effectively implement theoretically sound counseling/support activities and interventions for focused groups of students to address attendance, behavior, and academics. Math 1, EVAAS, Endorsements, Guardrail 1.3, 3.1, 3.2 and 3.3 (self-efficacy, engagement) FAM-S 30 and 31		Lawrence Peoples 10/01/2021	06/15/2024
<i>Notes:</i>				
9/11/22	The School Counselors, Social Workers, and School psychologists at West Mecklenburg will attend training to help students meet goals and improve their social and emotional states.  The Student Service PLC team will conduct training to ensure teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange support and interventions. Guardrail 1.3, 3.1, 3.2 and 3.3 (self-efficacy, self regulation, engagement) FAM-S 30 and 31		Lawrence Peoples 10/01/2021	06/15/2024
<i>Notes:</i>				
9/11/22	Through the partnership with Atrium Health student will have access to Telehealth for physical needs and teletherapy for emotional support. Guardrail 1.3, 3.1, 3.2 and 3.3 (self-efficacy, engagement) FAM-S 30 and 31		Lauren Bowling 08/26/2021	06/15/2024
<i>Notes:</i>				
9/15/22	The student services team (Counselors, Social Workers) and administrators will have bi-weekly attendance meetings to discuss students that are chronic attendance violators. The team will support students through groups, individual counseling, check-in/check-out, and conduct parent conferences and home visits. (Math 1, EVAAS, Guardrail 1.3, Goal 3 Guardrail 3.1, 3.2, 3,3, (engagement),FAM-S 30 and 31)		Lauren Bowling 08/26/2021	06/15/2024
<i>Notes:</i>				

9/15/22	Monthly Attendance Matters events to include incentives, guest speakers, field trips, will take place to reward students for attending class. (Math 1, EVAAS, Guardrail 1.3, Goal 3 Guardrail 3.1, 3.2, 3,3(self-efficacy, engagement), FAM-S 30 and 31)		Lauren Bowling 08/26/2021	06/15/2024	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>The student services team completes a credit checklist for all students and updates the list at the end of each semester. Classroom guidance is given at the beginning of the 9th-grade year, and we hold parent sessions when students transition to high school. Counselors meet with all students during the registration process to ensure that class selection keeps them on a path to meeting graduation requirements based on the cohort entry year. For students that need additional support (failed a graduation requirement), they are enrolled in Credit Recovery via Edgenuity; this happens during the school day if the schedule permits or after school. Counselors will meet with students quarterly to monitor progression towards graduation requirements. Credit recovery is managed by our Facilitators and licensed teachers, including EC and ELL support. The case manager will send home a progress report every two weeks to update parents on progress.</p> <p>As of June 2023. according to the preliminary GDVR, the cohort graduation rate is 68. 1%. There are 5 students enrolled in the summer school graduate-on-time program, that will bolster the rate to 70%. Retention rates for 9th grade dropped 2% and 10th grade dropped 3%. All grade-level students were enrolled in credit recovery courses needed during the school year. They were case managed by facilitators, they met twice a week during Hawk Time. 78% of the students enrolled finished the course with an 80% or higher. During the registration for 23-24, counselors met with 90% of the current students with a completed checklist and looked for endorsement opportunities and CTE pathway completion. The ACIE committee of teachers and staff put together a Cambridge Pathways guide for the successful completion of the test and the skills needed to pass the test. West Meck created a planning guide for students and parents that helped with the registration process. The student services team and administration met</p>	Limited Development 09/11/2022		



with the counselors for middle schools that feed into West Meck. Counselors held quarterly meetings with parents of students that were over-age and under-credited.

AICE: Trusted Adult Survey has been created and was given to Cambridge scholars prior to 23-24 Class Registration-- Next Year, this will be given during the first semester rather than the start of 2nd. AICE: Ambassadors have created products for their courses and programs. -- Next Year, students will be the same artifacts that can be used. AICE: Next Steps regarding Saturday Sessions/HR Study Hall will need to be worked out (time, food, agenda, transportation, leveling of HR in order to allow for Study Hall)

AICE: Yes, the projected timeline per goal is shown below:

Goal 1: Trusted Adult System July 2023-October 2023

Goal 2: Promotion of Courses November 2023-Feb-2024

Goal 3: Extended Exam Prep: March 2024-June 2024

Adjustments that need to be made:

The team will meet with Trusted Mentees earlier in the school year, closer to when the school year begins. Establish study session dates for Saturday school as well as a monthly check in's with Cohort. Identify/review the rising Cambridge Cohort by the first week of August 2023. Additional actions may need to be in place for the 23-24, based on your data (observations, assessment data, surveys, etc.)?

- Trusted Adult Survey
- Cambridge Pathway course guide.

<p><b>How it will look when fully met:</b></p>	<p>Our registration process will focus on scheduling students for courses that will increase opportunities to receive endorsements. We will focus on CTE pathway completion, ACT composite increases, WorkKeys achievement levels, participation in and completing world language courses.</p> <p>The West Mecklenburg Edgenuity Program is a credit recovery program designed to increase graduation and promotion rates in all cohorts. It provides students the opportunity to recover credits needed to graduate on time. Our program will offer individualized instruction which will focus on mastery learning and the application of 21st-century learning skills</p>		<p><b>Lawrence Peoples 10/01/2021</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 9 (0%)</b></p>		
<p>9/11/22</p>	<p>The student services team (Counselors, Social Workers) and administrators will have bi-weekly attendance meetings to discuss students that are chronic attendance violators. The team will support students through groups, individual counseling, check-in/check-out, and conduct parent conferences and home visits. Math 1, Endorsements, Guardrail 1.3, 3.1, 3.2, and 3.3 (self-efficacy, engagement)</p>		<p>Annissa Johnson-Anthony</p>	<p>02/28/2024</p>
<p><i>Notes:</i> Action will continue into 23-24 School year. Evidence toward progress is in this document: <a href="https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing">https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing</a></p>				
<p>9/11/22</p>	<p>A counselor will be assigned to students that are overage, and the under-credited student will be assigned a counselor that will meet with the identified students and communicate with parents options to complete graduation requirements. The counselor will complete a graduation checklist for each student and develop bi-weekly goals to graduate on-time. Endorsements, Guardrail 1.3, 3.1, 3.2, and 3.3 (engagement)</p>		<p>Annissa Johnson-Anthony</p>	<p>02/28/2024</p>
<p><i>Notes:</i> Action will continue into 23-24 School year. Evidence toward progress is in this document: <a href="https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing">https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing</a></p>				

9/11/22	Students enrolled in Edgenuity will have progress monitoring charts updated by the Case Manager. The case manager will send home a progress report and make a phone call every two weeks to update parents; the progress report will need to be returned and signed. If a student misses two consecutive check-in meetings, the parents will be notified via phone; if they miss four check-in meetings, they will be placed on a contract; if they miss six check-in meetings, they must attend a parent/teacher conference; and on the 11th absence, they will be dropped from the course. Endorsements, Math 1, Guardrail 1.3, 3.1, 3.2, and 3.3 (self-efficacy, engagement)		Annissa Johnson-Anthony	06/15/2024
<p><i>Notes:</i> Action will continue into 23-24 School year. Evidence toward progress is in this document:  <a href="https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing">https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing</a></p>				
9/11/22	The student services team will partner with feeder middle school to ensure transition plans for rising 9th-grade students that identify the CTE (Career and Technical Education) programs of study, promotion requirements, World Language, JROTC, and Visual/Performing Arts interests. Endorsements, Math 1, Guardrail 1.3, 3.1, 3.2, and 3.3 (self-efficacy, engagement)		Annissa Johnson-Anthony	06/15/2024
<p><i>Notes:</i> Action will continue into 23-24 School year. Evidence toward progress is in this document:  <a href="https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing">https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing</a></p>				
9/15/22	The student services team (Counselors, Social Workers) and administrators will have bi-weekly attendance meetings to discuss students that are chronic attendance violators. The team will support students through groups, individual counseling, check-in/check-out, and conduct parent conferences and home visits. (Math 1, EVAAS, Guardrail 1.3, Goal 3 Guardrail 3.1, 3.2, 3,3(self-efficacy, engagement))		Wendel Evans	06/15/2024
<p><i>Notes:</i> Action will continue into 23-24 School year. Evidence toward progress is in this document:  <a href="https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing">https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing</a></p>				
9/15/22	A scheduling process will be developed to ensure that students have the opportunity to obtain endorsements that align with their course of study and post secondary plans. (Endorsements)		Annissa Johnson-Anthony	06/15/2024
<p><i>Notes:</i> Action will continue into 23-24 School year. Evidence toward progress is in this document:  <a href="https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing">https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing</a></p>				

9/15/22	The CTE (Career and Technical Education) Pathways Coordinator will develop a system for tracking CTE (Career and Technical Education) enrollment and pathway completion to increase the number of students that take and earn a certificate (Bronze, Silver, and Platinum) on the WorkKeys Exam ( Endorsements)		Annissa Johnson-Anthony	06/15/2024
<i>Notes:</i> Action will continue into 23-24 School year. Evidence toward progress is in this document: <a href="https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing">https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing</a>				
9/15/22	The school counselors will use the Counselor Dashboard and the Endorsement Screen during the registration process to ensure 95% of the students are properly scheduled to earn one or more endorsements. (Endorsements)		Annissa Johnson-Anthony	06/15/2024
<i>Notes:</i> Action will continue into 23-24 School year. Evidence toward progress is in this document: <a href="https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing">https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing</a>				
9/11/22	Counselors will meet with students quarterly and communicate with parents about progression toward meeting graduation requirements. The counselor will complete a graduation checklist for each student they will provide open options for students to take courses that meet their post-secondary plans. Math 1, Endorsements, Guardrail 1.3, 3.1, 3.2, and 3.3)		Annissa Johnson-Anthony	06/15/2024
<i>Notes:</i> Action will continue into 23-24 School year. Evidence toward progress is in this document: <a href="https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing">https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing</a>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Our school has developed a School Leadership Team (SLT) and Parent, teacher, student association (PTSA) that meets once a month. The teams consist of an administrator, teachers, support staff, and parents. The SLT and PTSA meetings address school-wide initiatives and progress towards goals. The school has an Instructional Leadership Team (ILT) that meets twice a month to discuss instructional strategies and school-wide professional development for staff.

As of June 2023, 100% of the school participated in two semester-long differentiated PD sessions for teachers on supporting ML students through PACE, Rigor, and Differentiation through the use of AVID strategies and AVID strategies for all classrooms. ALL teachers selected their sessions and uploaded artifacts of professional learning being implemented in their classrooms. A Canvas course was created to house the information.

The administrative team force-ranked all staff to identify coaching caseload tiers. A walkthrough and feedback form was developed to capture the quantitative and qualitative data. Coaching caseloads were developed for each member of the ILT to support using a tiered system. Face-to-Face feedback was ideal for all staff, but staffing and teacher needs did not allow for all teachers to get a meeting weekly. Support was given to EOC teachers, guest teachers, and 1st-year teachers.

As of June 2023, all 100% of teachers in their 1st three years of teaching met for additional professional development monthly. Mentors received training and attended the meeting with mentees. A mentor and mentee were spotlighted monthly for implementing strategies taught in the sessions.

Moving forward, time and attention will focus on the management of time to make sure walkthroughs and face-to-face coaching happen for all staff at least bi-weekly. Teachers in tier one will receive coaching and feedback weekly. Our walkthrough system will change to include paired and group walkthroughs for calibration. This will be implemented with fidelity to discuss trends and gaps in weekly facilitators, Admin Team, and biweekly ILT meetings to support the professional development needs for the planning period team coaching model discussed during RELAY training.

Limited Development  
09/11/2022

<b>How it will look when fully met:</b>	Through responses from walk-through data, there will be evidence of timely, regular feedback to teachers in regard to their curriculum and instruction that will show an increase in EVAAS growth.		<b>Casimir Bundrick 08/24/2019</b>	<b>06/15/2024</b>
<b>Actions</b>		<b>0 of 6 (0%)</b>		
9/11/22	<p>The Instructional Leadership team leaders have planned professional development that is ongoing and aligned with district and school goals.</p> <p>~ ALL teachers will attend AVID-Writing to Learn across all disciplines on the 4th Wednesday of each month from October - May.</p> <p>~ALL teachers will select a PD strand (Instructional Planning, Exploring AVID, Rigor and Differentiation and Multilingual Supports) on the 2nd Wednesday of each month. There are two sessions each year (October - January and February - May).</p>		Jon Griffith	09/30/2023
	<p><i>Notes:</i> Professional Development will continue in a differentiated, evidence can be found using this link:  <a href="https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing">https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing</a></p>			
9/11/22	<p>The Principal will meet with Assistant Principals and Deans weekly to discuss the patterns and trends from walkthrough and observational data from assigned academic areas to develop coaching plans.</p>		Casimir Bundrick 08/24/2019	09/30/2023
	<p><i>Notes:</i> Professional Development will continue in a differentiated, evidence can be found using this link:  <a href="https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing">https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing</a></p>			
9/11/22	<p>Academic Leadership Team (Principal, Assistant Principals, Deans, Facilitators, Career Development Coordinator, Cambridge Coordinator, Teacher Leaders ) will meet twice monthly to review instructional walk-through data to determine coaching and progress towards School Improvement Plan (SIP) goals around feedback and coaching.</p>		Casimir Bundrick 08/24/2019	09/30/2023
	<p><i>Notes:</i> Professional Development will continue in a differentiated, evidence can be found using this link:  <a href="https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing">https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing</a></p>			

9/11/22	The facilitator team will meet weekly to design professional development which includes AVID, Literacy, and the 4 Components of Instructional Excellence.  Teacher leaders will meet bi-weekly on the 2nd and 4th Thursday to plan professional development.		Casimir Bundrick 08/24/2019	09/30/2023
<i>Notes:</i> Professional Development will continue in a differentiated, evidence can be found using this link: <a href="https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing">https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing</a>				
9/15/22	The school ILT (Instructional Leadership Team) will conduct monthly Core Action walkthroughs in English I, Math 1, English II, Math 3 and Biology. The walkthroughs will be debriefed by the team using the district protocol with a 30 day plan of action completed at the conclusion of each walk.		Casimir Bundrick 08/24/2019	09/30/2023
<i>Notes:</i> Professional Development will continue in a differentiated, evidence can be found using this link: <a href="https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing">https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing</a>				
9/15/22	The principal will develop a form to document coaching and feedback sessions for the ILT (Instructional Leadership Team). He will conduct walkthroughs with each team member quarterly to re-calibrate alignment; during the meeting coaching and feedback sessions will be reviewed and coaching points will be added.		Casimir Bundrick 08/24/2019	09/30/2023
<i>Notes:</i> Professional Development will continue in a differentiated, evidence can be found using this link: <a href="https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing">https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing</a>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>				
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>				
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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
<i>Initial Assessment:</i>		Our school has systems to ensure teachers with specific content areas have common planning. The teams meet two times a week within their PLCs to discuss lesson planning, assessments, strategies and disaggregate data. However, the electives, special education, and career technical teachers must meet after school. We have assigned an academic facilitator to provide training and educational support to the	Limited Development 09/11/2022		

teams to ensure they meet minimal PLC requirements. All Staff will be trained on Unpacking Standards and Modeling in PLC. Each PLC team will develop norms and roles for each team member. Each teacher will have up-to-date data and Prewrite before each PLC. Biweekly walkthroughs will allow for feedback to each group to ensure instructional strategies are implemented. Each Team and member will maintain an instructional binder with all pre-work and unpacking of the standards and lesson plans. (Electronic or Paper)

As of June 2023, a team was formed to look at school-wide data that support the MTSS Framework (Behavior, Academics, and Social-Emotional). Our district assigned support-led training on how to do a classroom reset using the PRIDE matrix. All staff participated in Writing to Learn training monthly from September - May with expectations of integrating the strategies into instructional practices. A walkthrough form was created to track implementation. The ILT team has created a PLC Handbook with protocols and procedures for conducting PLC meetings. 100% of the EOC-tested subjects used the materials. Data for 2022-2023 shows an increase in the number of students tested and increases in GLP and CCR for Math 3 and Biology. English II and Math 1 show some decline.

EOC Data - we are in a different place

We are still not at 95%

Overall: Participation = 92.6, GLP = 26.9, CCR = 14.4

21-22: Participation = 85 (+7.6%)

GLP = 25.3 (+1.6%), CCR = 9.3 (+5.1%)

Math 1 → 21-22 Participation = 84.6, GLP = 11.7, CCR = 1.5

Current: Participation = 89.2 (+4.6%), GLP = 10 (-1.1%), CCR = .9 (-.6)

District goal for next year = 25% CCR

Math 3 → 21-22 Participation = 88.4, GLP = 40.9, CCR = 16.4

Current: Participation = 93.9 (+5.5%), GLP = 43.9 (+3%), CCR = 23 (+6.6%)

Bio → 21-22 Participation = 83.8, GLP = 22.5, CCR = 11.2

Current: Participation = 93.2 (+9.4%), GLP = 26.3 (+3.8%), CCR= 21.4



(+10.2%)

Eng 2 → 21-22 Participation = 88, GLP = 31.5, CCR = 10.7

Current: Participation = 94.5 (+7%), GLP = 28.1, CCR= 11.2

Challenges that we faced included inconsistent use of the resources outside of EOC-tested areas. No data collection method for assessing PLC processes, procedures, content, and standard alignment, and data use. The majority of team members (outside of Math, English, and Science) have never had training on guidance around data-informed instruction design and delivery, as well as intervention design and delivery that ensures optimal learning opportunities for all sub-groups of students.

Moving into the 23-24 school year, the ILT team is working to reform processes and front-load staff with training on policies and procedures for running data-informed PLC meetings with unpacking standards, alignment, and assessment rooted in rigor. Tracking PLC meeting integrity to determine to ensure that teacher practices and student outcomes increase using Walkthrough data and a coaching log. The school has purchased PlanBook to house lesson plans for teachers during the 23-24 school year. 100% of the teachers will have to use the system.

**How it will look when fully met:**

Each PLC will meet two times a week to discuss lesson plans, instructional strategies, and student data. During each PLC meeting, the members will ensure a focus on learning and establish a results orientation by determining "what is it that students must be able to know, understand, and do?", "How will we know when students have learned it?" and "How will we respond?"

Lawrence Peoples  
10/01/2021

06/14/2024

**Actions**

0 of 3 (0%)

9/11/22

Teachers are provided time to review unpacked standards, misconceptions, concepts, and skills necessary to master the standards; determine what students need to Know, Understand, and Do. Develop objectives, essential questions, key vocabulary, warm-up, learning activities, and closure for lessons daily.

Annissa Johnson-  
Anthony

09/30/2023

*Notes:* Staffing continues to be a struggle for this to be full implementation. We will continue this goal into the 2023-2024.  
[https://docs.google.com/document/d/1J1F0z2nLlatmn1\\_Xm14XYfgp4UuVQFzKgRVWm6JBsBw/edit?usp=drive\\_link](https://docs.google.com/document/d/1J1F0z2nLlatmn1_Xm14XYfgp4UuVQFzKgRVWm6JBsBw/edit?usp=drive_link)

9/11/22 Utilize data analysis/Unpack Standards/Build Assessment – Common assessments and analyzing student work by revisiting the standards being addressed and identifying student misconceptions, strengths, and areas of need. Develop an Action Plan using individual student data to develop Hawk Time Lesson Plans of Action for whole, small, and individual interventions or enrichment.

Annissa Johnson-  
Anthony

09/30/2023

*Notes:* Staffing continues to be a struggle for this to be full implementation. We will continue this goal into the 2023-2024.  
[https://docs.google.com/document/d/1J1F0z2nLlatmn1\\_Xm14XYfgp4UuVQFzKgRVWm6JBsBw/edit?usp=drive\\_link](https://docs.google.com/document/d/1J1F0z2nLlatmn1_Xm14XYfgp4UuVQFzKgRVWm6JBsBw/edit?usp=drive_link)

9/11/22 Through professional development, teachers will learn to incorporate the four components of Instructional Excellence; include 1: Consistent opportunities to work on Grade-Appropriate Assignments; 2. Instruction where students do most of the thinking in the lesson; 3. Deep engagement in learning; and 4. Hold high expectations for students and believe they can meet grade-level standards. Teachers will learn to incorporate AVID (Writing across the disciplines), PACE (ML), QTEL (ML), PEAK, Close Reading, Lead Forward, Literacy Strategies, and Cambridge Attributes in their instructional planning and implementation in classroom instruction.

Annissa Johnson-  
Anthony

09/30/2023

*Notes:* Staffing continues to be a struggle for this to be full implementation. We will continue this goal into the 2023-2024.  
[https://docs.google.com/document/d/1J1F0z2nLlatmn1\\_Xm14XYfgp4UuVQFzKgRVWm6JBsBw/edit?usp=drive\\_link](https://docs.google.com/document/d/1J1F0z2nLlatmn1_Xm14XYfgp4UuVQFzKgRVWm6JBsBw/edit?usp=drive_link)

**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
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**Initial Assessment:**

Staff members have been assigned an administrator to serve as a support system surrounding instructional delivery through periodic observations and PLC support. Administrative staff has begun walkthroughs using the Get Better Faster (GBF) Management & Rigor Trajectory scope and sequence to provide timely and constructive feedback to teachers. Some PLCs have begun to implement professional development in their respective meetings based on needs as a team. Teachers will receive intentional coaching based on the feedback from the GBF protocol.

As of June 2023, the administrative team force-ranked all staff to identify coaching caseload tiers. A walkthrough and feedback form was developed to capture the quantitative and qualitative data. Coaching caseloads were developed for each member of the ILT to support using a tiered system. Face-to-Face feedback was ideal for all staff, but staffing and teacher needs did not allow for all teachers to get a meeting weekly. Support was given to EOC teachers, guest teachers, and 1st-year teachers. All staff received the GBF book, and it was a required PLC resource.

As of June 2023, all 100% of teachers in their 1st three years of teaching met for additional professional development monthly. Mentors received training and attended the meeting with mentees. A mentor and mentee were spotlighted monthly for implementing strategies taught in the sessions.

Moving forward, time and attention will focus on the management of time to make sure walkthroughs and face-to-face coaching happen for all staff at least bi-weekly. Teachers in tier one will receive coaching and feedback weekly. Our walkthrough system will change to include paired and group walkthroughs for calibration. This will be implemented with fidelity to discuss trends and gaps in weekly facilitators, Admin Team, and biweekly ILT meetings to support the professional development needs for the planning period team coaching model discussed during RELAY training.

The ILT is working on a protocol to incorporate the GBF management and rigor trajectory into the PLC meetings. A PLC feedback section will be added to the Walkthrough and Feedback form to capture what is happening.

Limited Development  
09/11/2022

<b>How it will look when fully met:</b>	Through responses from walk-through data, there will be evidence of timely, regular feedback to teachers in regard to their curriculum and instruction that will show an increase in EVAAS growth.		<b>Casimir Bundrick 08/24/2019</b>	<b>06/15/2024</b>
<b>Actions</b>		<b>0 of 6 (0%)</b>		
9/11/22	The instructional leadership team will meet to reflect on patterns and trends from walkthrough data specific to coaching caseloads to determine focus areas and next steps in the coaching cycle. (Math 1, EVAAS, Guardrails 1.3, 3.1, 3.2, and 3.2 (engagement))		Casimir Bundrick 08/24/2019	02/28/2024
<i>Notes:</i>				
9/11/22	Reflect and discuss patterns, trends, and progress from walk-through data in monthly department meetings. Develop a plan of action to improve instruction across the department based on collective feedback. (Math 1, EVAAS, Guardrails 1.3, 3.1, 3.2, and 3.2 (engagement))		Casimir Bundrick 08/24/2019	06/15/2024
<i>Notes:</i>				
9/15/22	The student services team (Counselors, Social Workers) and administrators will have bi-weekly attendance meetings to discuss students that are chronic attendance violators. The team will support students through groups, individual counseling, check-in/check-out, and conduct parent conferences and home visits. Math 1, Endorsements, Guardrail 1.3, 3.1, 3.2, and 3.3 (engagement))		Casimir Bundrick 08/24/2019	06/15/2024
<i>Notes:</i>				
9/11/22	Staff members will be assigned an administrator to serve as a support system surrounding instructional delivery through periodic observations and PLC support. The principal will support all staff through direct feedback and monitoring of PLCs, Data Trackers and classroom observations. (Math 1, EVAAS, Guardrails 1.3, 3.1, 3.2, and 3.2(engagement) Fam-S )		Casimir Bundrick 08/24/2019	06/15/2024
<i>Notes:</i>				
9/11/22	Provide ongoing professional development for instructional leaders on presenting PD using strategies from Better Lessons and Get Better Faster by Paul Bambrick-Santoyo. (Math 1, EVAAS, Endorsements, Guardrails 1.3, 3.1, 3.2, and 3.2(engagement))		Casimir Bundrick 08/24/2019	06/15/2024
<i>Notes:</i>				

9/11/22	The Administrative Team's agenda will include a place to review and discuss patterns and trends from walk-through and formal observations. (Math 1, EVAAS, Endorsements, Guardrails 1.3, 3.1, 3.2, and 3.2 (engagement))		Casimir Bundrick 08/24/2019	06/15/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Quality of professional development</b>
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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

**Initial Assessment:**

1. The admin team discusses classroom observations quarterly.
2. The principal reviews data reports to make staffing decisions (GSI, Attendance, EVAAS, EOC, Student Requests, etc.)

As of June 2023, the student services team, in conjunction with the administration, held three successful GSI meetings. The preliminary cohort graduation rate is 68.1%. The meetings were held in October, January, and March. An attendance appeal process was developed and communicated to teachers, students, and parents. An attendance team was developed, and weekly attendance reports were developed to call chronically absent students to reengage them in school. From the calls, a home-visit list was developed for Social Workers to follow up; if more than three attempts were made without connecting with the family. Alternatives were provided for students that had circumstances that made attending school difficult. This was in conjunction with our CIS coordinator supporting in-school re-engagement.

The DUSI and ML team provided staff with how to use data reports to make EOC predictions and provide targeted support. 100% of the staff was trained on how to use Elevations to support ML students in the classroom. 85% of the staff provided feedback on developing LEP plans at the end of 1st quarter based on classroom performance. The district team helped put together a data collection tool for teachers to use.

Moving forward, the administrative team will adhere to all deadlines for completing observations. They will meet quarterly to discuss observations and trends. The team will participate in a calibration session after each round. The team will implement pre and post-conference questions for teachers to reflect on practice after they receive feedback.

During the 23-24 school year, the counselors will complete a GSI for all grade levels to focus on being proactive in avoiding retention and developing plans of action to get off-track students back to a point where they are set up to graduate on-time.

Limited Development  
09/11/2022

<b>How it will look when fully met:</b>	<ol style="list-style-type: none"> <li>The admin team will create an informal walk-through form based on staff needs.</li> <li>Staff will be identified for leadership roles (facilitators).</li> <li>Leadership and mentoring opportunities will be scheduled for the year. (Biweekly meeting with whole admin team and facilitators and weekly meeting with a facilitator group and admin)</li> <li>Staff will be assessed using the GBF assessment and the TWC indicator aligned to observational feedback. The survey will be given out quarterly to obtain feedback from teachers.</li> </ol>		<b>Casimir Bundrick 08/24/2019</b>	<b>06/15/2024</b>
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<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/11/22	Facilitators will conduct an informal walkthrough and provide coaching feedback to an assigned group of staff. The group will meet with admin to identify trends in performance and develop coaching plans.		Casimir Bundrick 08/24/2019	09/30/2023
<i>Notes:</i>				
9/11/22	Administrators will conduct an informal walkthrough and observations. Admin will establish a baseline for walkthroughs and identify areas for focus and support. The Admin Team will meet and discuss walkthrough data weekly to progress and make adjustments to coaching caseloads.		Annissa Johnson- Anthony	09/30/2023
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
KEY	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<ol style="list-style-type: none"> <li>MCLs are provided supplements based on EVAAS data.</li> <li>Master teachers are employed based on district funding.</li> </ol> <p>As of June 2023, the school has decided that we will continue to use differential pay for English (4) and EIT 2 for science (1), math (2), and CTE (1). The school will not continue to use the MCL model. All teachers with proven EVAAS growth will be connected to students in the classroom daily. Math continues to be an understaffed area. At the end of the school year, we only have four of our ten teachers hired. We will</p>	Limited Development 09/11/2022		

utilize social media, job fairs, and support from the district to interview and hire qualified teachers.

The ILT team has created a PLC Handbook with protocols and procedures for conducting PLC meetings. 100% of the EOC-tested subjects used the materials. Data for 2022-2023 shows an increase in the number of students tested and increases in GLP and CCR for Math 3 and Biology. English II and Math 1 show some decline.

EOC Data - we are in a different place

We are still not at 95%

Overall: Participation = 92.6, GLP = 26.9, CCR = 14.4

21-22: Participation = 85 (+7.6%)

GLP = 25.3 (+1.6%), CCR = 9.3 (+5.1%)

Math 1 → 21-22 Participation = 84.6, GLP = 11.7, CCR = 1.5

Current: Participation = 89.2 (+4.6%), GLP = 10 (-1.1%), CCR = .9 (-.6)

District goal for next year = 25% CCR

Math 3 → 21-22 Participation = 88.4, GLP = 40.9, CCR = 16.4

Current: Participation = 93.9 (+5.5%), GLP = 43.9 (+3%), CCR = 23 (+6.6%)

Bio → 21-22 Participation = 83.8, GLP = 22.5, CCR = 11.2

Current: Participation = 93.2 (+9.4%), GLP = 26.3 (+3.8%), CCR= 21.4 (+10.2%)

Eng 2 → 21-22 Participation = 88, GLP = 31.5, CCR = 10.7

Current: Participation = 94.5 (+7%), GLP = 28.1, CCR= 11.2

Challenges that we faced included inconsistent use of the resources outside of EOC-tested areas. No data collection method for assessing PLC processes, procedures, content, standard alignment, and data use. The majority of team members (outside of Math, English, and Science) have never had training on guidance around data-informed instruction design and delivery, as well as intervention design and delivery that ensures optimal learning opportunities for all sub-groups of students.



Moving into the 23-24 school year, the ILT team is working to reform processes and front-load staff with training on policies and procedures for running data-informed PLC meetings with unpacking standards, alignment, and assessment rooted in rigor. Tracking PLC meeting integrity to determine to ensure that teacher practices and student outcomes increase using Walkthrough data and a coaching log. The school has purchased PlanBook to house lesson plans for teachers during the 23-24 school year. 100% of the teachers will have to use the system.

**How it will look when fully met:**

The principal will define leadership roles and responsibilities. We will offer a comprehensive PD program to meet the needs of all Teachers. We will design activities to engage and empower teachers to grow in their content actively. Create coaching caseloads based on observational needs and Implement a positive recognition of staff in PLCs, departments, and the whole school. Effective feedback and coaching is how we will grow and maintain our irreplaceable teachers.

**Casimir Bundrick  
08/24/2019**

**06/15/2024**

**Actions**

**0 of 4 (0%)**

9/11/22 The Principal will work with the Teacher Leader department to recruit, retain, and reward staff.

Casimir Bundrick  
08/24/2019

09/30/2023

*Notes:*

9/11/22 100% of the staff will complete the school-based survey aligned to the TWC annual survey.

Casimir Bundrick  
08/24/2019

09/30/2023

*Notes:*

9/11/22 Teachers in years 1-3 will receive professional development and coaching through our beginning NEST program from leaders and mentors. Mentors will also receive leadership training to grow in the profession.

Casimir Bundrick  
08/24/2019

09/30/2023

*Notes:*

9/11/22 All teachers will receive GBF coaching from an administrator and/or facilitator bi-weekly

Casimir Bundrick  
08/24/2019

09/30/2023

*Notes:*

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Due Later	No Development 09/20/2023		
<i>How it will look when fully met:</i>		Due Later		Casimir Bundrick 08/24/2019	06/14/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
9/20/23		Within the 2023-24 school year, our school identified the following resource inequity: instruction/ Training; as a result, our school plans to mitigate this inequity by Implementing the Out of out-of-school tutoring program to provide additional instructional time to students based on the need. (add goal)		Casimir Bundrick 08/24/2019	06/14/2024
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We have systems in place to regularly communicate with parents/guardians about school expectations and how they can get involved to support their children’s learning. We send out regular connect eds, provide parent engagement opportunities at least once quarterly, and are making progress in increasing the number of parents involved in PTSA. We are pushing Instagram and the Link Tress as our primary outlets to communicate with parents.</p> <p>As of June 2023, WMHS has 3 goals met, 3 goals partially met and developing appropriately. In total, West Meck has worked positively towards these goals, half complete and half trending towards completion.</p> <p>Action 1: The event schedule process has been improved, and the guide for event planning is in process. The survey concept goal was met and processed already for next year based on student feedback. Action 2:</p>	Limited Development 09/11/2022		

Parent contact logs have been implemented for all instructors and monitored quarterly, with weekly contacts expected and mostly achieved. Parent contacts help parents support student success. Action 3: Parent involvement via social media has been partially successful in developing the linktree, Instagram account, Weebly “The Real West Meck”. Integration of Parent Square for messaging with parents will be an analog for social media communication and reach 90%+ of all parents and students. Action 4: Use of our bilingual liaison has been ongoing with positive growth, however new initiatives such as the ESL turnkey document including parent-facing videos etc to support this should expand opportunities and successful buy-in from the community. Action 5: Title I completion from 40% to 60% was attempted, but is not on track using current methods. Action 6: Parent University concept has been established and tried twice this SY with

Student-focused events have been identified, attempted, reviewed and assigned for next SY. New initiatives to drive on-site parent involvement will reinforce this. Parent contact logs and the direct-contact result of increased student academic success is implemented. Contacts involve feedback for grades, to-do’s, supervision, etc. This goal is verified per instructor quarterly. Social Media goals were met and streamlined through Weebly, Instagram and LinkTree. Our Instagram has 443 posts and 1490 subscribers, greater than the current student enrollment. Students and Parents have access to school information better than ever. Our outreach to ESL families has improved as evidenced by Parent University sessions, our liaison track record for calls and emails, etc. Parent University was successfully organized and implemented, twice!

Our goals for the 23-24 SY have greatly expanded beyond these initial 6 goals to include the formation of the Culture Committee / Roundtable, completion of the ESL turnkey document, completion of the group events turnkey guide, integration of ParentSquare and the expansion of the community pantry. These initiatives (new and existing) are continuously being developed across many people, so the great challenge is personnel management, production management and completion of goals on a schedule. A large challenge is to drive parent interest for on-site events but we expect new initiatives will support

this. Much work was done in S2 to move these initiatives forward, and the challenge is to keep up the forward progress, managing personnel.

Implement Parent Square - better communication to parents for driving interest in events, and performing parent contacts, and improved ESL outreach. Implement the ESL turnkey document to drive better instructor communication to EL families. Continue to build and integrate the various stakeholders into the Culture committee roundtable - This must be enacted to realize the possible positive outcomes. Continue to expand the Parent University to include parent-requested sessions, better attendance and tracking, better marketing via middle schools and the community. Continue to expand the Social Media offerings to connect to parents, aided by Parent Square.

**How it will look when fully met:**

We will engage parents in ways that directly relate to their student's progress. Parents will be aware of what is expected of parents and students to succeed. School staff will communicate with families weekly regarding ways they can help their children grow at school. Teachers' communication logs, Blackboard Connect Messages, Social Media followers, and Canvas Communication Announcements are several artifacts we will use to determine whether this objective has been fully implemented. Our goal is for 90% of our families to follow social media platforms by the end of the year.

**Lawrence Peoples  
10/01/2021**

**06/15/2024**

**Actions**

**0 of 6 (0%)**

9/11/22 Increase the Title I compact completion from 40% to 60%. (Guardrail 3 (engagement), Goal 2)

Wendel Evans

02/28/2024

	<p><i>Notes:</i> We will continue this goal into 2023-2024, foundational work began this year. Evidence can be found in this link:  <a href="https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing">https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing</a></p>			
9/11/22	Develop and implement a needs assessment survey that will be used to plan events for the 22-23 school year. (Guardrail 3(engagement), Goal 2, FAM-S 3.)		Lauren Bowling	02/28/2024
	<p><i>Notes:</i> We will continue this goal into 2023-2024, foundational work began this year. Evidence can be found in this link:  <a href="https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing">https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing</a></p>			
9/15/22	West Mecklenburg will develop a Parent University course to engage families and community members focusing on adult learning. The course offerings include but are not limited to: *transitioning students to high school * Course exploration and program overviews *How to access parent portals to monitor student progress *How to support my language learning student *Who do I call when my child is disengaged or failing courses *What does my child need to graduate from high school *how do I support my child in preparing for college * stress management *successful goal setting *navigating NCAA eligibility (Math 1, EVAAS, Endorsements, Guardail 1.3, 3.1, 3.2, 3.3 (engagement), FAM-S 3.)		Jon Griffith 08/29/2022	06/15/2024
	<p><i>Notes:</i> We will continue this goal into 2023-2024, foundational work began this year. Evidence can be found in this link:  <a href="https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing">https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing</a></p>			
9/11/22	All staff members maintain parent contact logs to document outreach efforts with parents. (Guardrail 3(engagement), Goal 2, FAM-S 3.)		Annissa Johnson- Anthony	06/15/2024
	<p><i>Notes:</i> We will continue this goal into 2023-2024, foundational work began this year. Evidence can be found in this link:  <a href="https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing">https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing</a></p>			
9/11/22	West Meck will create/ update social media platforms, including Instagram, Facebook, Link Tree, Remind, and the community newsletter. (Guardrail 3 (engagement), Goal 2, FAM-S 3.)		Derrick Moore	06/15/2024
	<p><i>Notes:</i> We will continue this goal into 2023-2024, foundational work began this year. Evidence can be found in this link:  <a href="https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing">https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing</a></p>			

9/11/22	Through the use of our bilingual family advocate, we will increase the multilingual family participation at all outreach events. (Guardrail 3 (engagement), Goal 2)		Jon Griffith 08/29/2022	06/15/2024
<i>Notes:</i> We will continue this goal into 2023-2024, foundational work began this year. Evidence can be found in this link: <a href="https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing">https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing</a>				