

u from the 2021-2022
k allow the students to be

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

Notes: Evidence of progress is linked here:
https://docs.google.com/document/d/1iIDR18m3t-oeo_LaFSpf6ab0shKSvV5_MsqDGZ4x0P8/edit?usp=sharing

Due to teacher and staff turnover, we will continue the goal of moving toward integrity in the 23-24 school year.

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

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

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

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: https://docs.google.com/document/d/1pJ8KQPPcMpi3nY3CItX_2-vf8mwth5V1errA4MVKWpU/edit?usp=sharing				

	<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</p> <p>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</p> <p>EOC Data - we are in a different place</p>	<p>No Development 08/08/2022</p>			

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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 h 80 ##k

h 80 ##k

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Every student will have access to a rich, diverse and rigorous

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

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Notes: Goals will be continued til next year: here is the evidence of progression -
https://drive.google.com/drive/folders/1pFYQWWIIgadbQQemrv3KPOTeF3egVyOa?usp=drive_link

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.)

Notes: Goals will be continued til next year: here is the evidence of progression -
https://drive.google.com/drive/folders/1pFYQWWIIGadbQQemrv3KPOTeF3egVyOa?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 -
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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

9/15/22 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.
-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)

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/1pFYQWWIIgadbQQemrv3KPOTeF3egVyOa?usp=drive_link

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.

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

9/11/22 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

Casimir Bundrick
08/24/2019

02/28/2024

Notes:

9/11/22 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

West Meck Attendance Plan:

<https://docs.google.com/document/d/1yEB1IXKq4R5nyRdvN09hvE0kC6RmbAc077yNn9>

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>				
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<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

Notes:

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
	<i>Notes:</i> Action will continue into 23-24 School year. Evidence toward progress is in this document: https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing			
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
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	<i>Notes:</i> Action will continue into 23-24 School year. Evidence toward progress is in this document: https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing			
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
	<i>Notes:</i> Action will continue into 23-24 School year. Evidence toward progress is in this document: https://docs.google.com/document/d/1dve9exaGVVreRWOEMryhArry6gBi3OiF_Bq_wZMqAAA/edit?usp=sharing			

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

Limited Development
09/11/2022

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

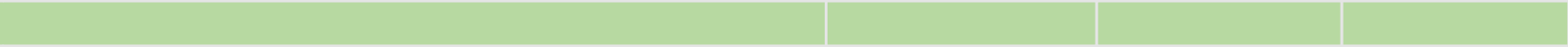
The administrative team force-ranked all staff to identify coaching caseload tiers. A walkthrough and feedback form was developed to capture the quantitative and qualitative data. Coaching caseloads were developed for each member of the ILT to support using a tiered system. Face-to-Face feedback was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

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

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

Through responses from walk-through data, there will be evidence of timely, regular feedback to teachers in regard to their curriculum and

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9/11/22 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.
 ~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).

Jon Griffith

09/30/2023

Notes: Professional Development will continue in a differentiated, evidence can be found using this link:
https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing

9/11/22 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.

Casimir Bundrick
08/24/2019

09/30/2023

Notes: Professional Development will continue in a differentiated, evidence can be found using this link:
https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing

9/11/22 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.

Casimir Bundrick
08/24/2019

09/30/2023

Notes: Professional Development will continue in a differentiated, evidence can be found using this link:
https://docs.google.com/document/d/1i_3JIKDJSiqd2NYK4d_E-Ya66BCuGSAadcR_1cmWpkY/edit?usp=sharing

9/11/22 The facilitator team will meet weekly to design professional development which includes AVID, Literacy, and the 4 Components of Instructional Excellence.

Casimir Bundrick
08/24/2019

09/30/2023

Teacher leaders will meet bi-weekly on the 2nd and 4th Thursday to plan professional development.

Notes:

h# requirements. All Staff will be Modeling in PLC. Each PLC team team member. Each teacher will have up-to-date data and Prewrite before each PLC. Biweekly each group to ensure Each Team and member will pre-work and unpacking of the h

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 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 Participation = 88.4, GLP = 40.9, CCR = 16.4

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

Bio 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 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

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

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

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We will continue this goal into the 2023-2024.
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 a a a a a a a a4110.999 T.

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

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
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Notes:

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1. The admin team will create an informal walk-through form based on staff needs.
2. Staff will be identified for leadership roles (facilitators).
3. Leadership and mentoring opportunities will be scheduled for the year. (Biweekly meeting with whole admin team and facilitators and
4. 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.

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

Notes:

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

Notes:

1. MCLs are provided supplements based on EVAAS data.
2. Master teachers are employed based on district funding.

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

utilize social media, job fairs, and support from the district to interview

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.

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Eng 2 Participation = 88, GLP = 31.5, CCR = 10.7

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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

u We will
h) Teachers.
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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

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

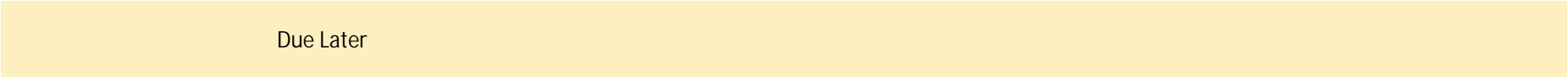
09/30/2023

Notes:

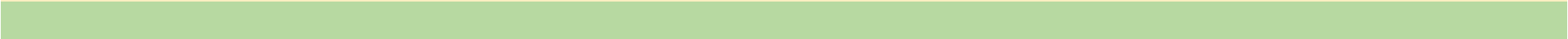


Due Later

No Development
09/20/2023



Due Later



Parent contact logs have been implemented for all instructors and monitored quarterly, with weekly contacts expected and mostly

h 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

Action 5: Title I completion from 40% to 60% was

Action 6: Parent

y o

Student-focused events have been identified, attempted, reviewed and assigned for next SY. New initiatives to drive on-site parent involvement

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

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,

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

These initiatives (new and existing) are continuously being developed across many people, so the great challenge is personnel management, production management and

A large challenge is to drive parent interest for on-site events but we expect new initiatives will support

Much work was done in S2 to move these initiatives forward, and

Implement Parent Square - better communication to parents for driving interest in events, and performing parent contacts, and improved ESL

Implement the ESL turnkey document to drive better

- O Continue to build and integrate the various stakeholders into the Culture committee roundtable - This must be enacted to realize the possible positive

Continue to expand the Parent University to include parent-requested sessions, better attendance and tracking, better marketing

Continue to expand the Social Media offerings to connect to parents, aided by Parent Square.

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

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

Wendel Evans

02/28/2024

	<i>Notes:</i> We will continue this goal into 2023-2024, foundational work began this year. Evidence can be found in this link: https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing		
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
	<i>Notes:</i> We will continue this goal into 2023-2024, foundational work began this year. Evidence can be found in this link: https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing		
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
	<i>Notes:</i> We will continue this goal into 2023-2024, foundational work began this year. Evidence can be found in this link: https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing		
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
	<i>Notes:</i> We will continue this goal into 2023-2024, foundational work began this year. Evidence can be found in this link: https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing		
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
	<i>Notes:</i> We will continue this goal into 2023-2024, foundational work began this year. Evidence can be found in this link: https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing		

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: https://docs.google.com/document/d/17O5xPbtI7MqEXHCYTwnrAxRrrwlb_SGnYJ_iZuEYics/edit?usp=sharing				