Mission:

The professionals of West Charlotte High School endeavor to promote and support student learning in a safe, diverse community where students, staff, and parents actively commit to academic excellence and personal responsibility.

Local boards of education of low-performing schools shall include with their online plans a brief explanation that low-performing identification continues pending assessment data from the 21-22 school year.

We believe that every student can succeed; therefore we prepare students for academic excellence, personal responsibility, and the self-confidence necessary for success in college and life in the 21st century.

Provide duty-free instructional planning time for every teacher under G.S 115C-105.27 and 301.1, with the goal of proving an average of at least five hours of planning time per week to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03, A2.04)

Provide a positive school climate, under CMS regulation. JCK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)

Provide Duty Free Lunch. All schools are required to provide a minimum of 30 minutes for duty-free lunch period on a daily basis for every teacher under G.S 115C-301.1(a)

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

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

Guardrail 1: The percent of students scoring Grade 0 rg3o293 q 65learning enLs sc, 5.27 aP), .27g3 23h4)

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

Limited Development 07/30/2024

	Calibration Walk Throughs will be conducted at least bi-weekly using the WOHSelectronic walk-through form, with a focus on instructional trends. The effectiveness will be measured through debriefing look- fors, safe practice, and informal feedback for the teacher observed. WOHShas created an Instructional Support Calendar to identify dates and times that administrative and instructional leaders will conduct dassroom walkthroughs. The team will identify patterns and trends during cycled walkthroughs and identify next steps to organize the feedback and support we give to teachers. (Aligns to All Goals & FAM- S-3)	Paula Cook	06/30/2025
Notes:			



As of June 2024, we have made some progress towards meeting this goal. Evaluation data is available in MyTalent and WC Google walkthrough form. Our data shows an increase in classroom walkthroughs during the 23-24 school year which indicates progress towards administration being able to administer professional development for core instruction in the classroom, and indicates success in aligning appropriate interventions and development of core i

when fully met: When this indicator is fully implemented, there will be several artifacts include the following: Data analysis and action planning process for classroom visits and observations Data analysis and action planning process for benchmark data, common assessments, MasteryConnect, Portal reports/leading indicators, etc. Use of additional resources (Position allocations, Title I Funding, Restart Rexibilities, etc.)				
Data analysis and action planning process for classroom visits and observations Data analysis and action planning process for benchmark data, common assessments, MasteryConnect, Portal reports/leading indicators, etc. Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.) Use of additional resources (Position allocations, Title I Funding, Restart flexibilities, etc.)	How it will look when fully met:	When this indicator is fully implemented, there will be several artifacts		
observations Data analysis and action planning process for benchmark data, common assessments, MasteryConnect, Portal reports/leading indicators, etc. Use of additional resources (Position allocations, Title I Funding, Restart Rexibilities, etc.) Actions Image: Common assessment and action planning process for benchmark data, common assessments, MasteryConnect, Portal reports/leading indicators, etc. Image: Common assessment and action planning process for benchmark data, common assessment and action planning process for benchmark data, common assessment assessment and action planning process for benchmark data, common assessment and action allocations, Title I Funding, Restart Rexibilities, etc.)		include the following:		
Actions				
Hexibilities, etc.) Actions				
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9/12/23 Analyze monthly data (Data analysis and action planning process for Cari Zusammen 06/15/2025	Actions			
benchmark data, common assessments, MasteryConnect, Portal reports/leading indicators) created by using the updated Gassroom Observation Form as well as Mastery Connect Data to create meaningful professional development for our monthly staff meeting (EVAAS)	9/12/23	benchmark data, common assessments, MasteryConnect, Portal reports/leading indicators) created by using the updated Classroom Observation Form as well as Mastery Connect Data to create meaningful professional development for our monthly staff meeting	Cari Zusammen	06/15/2025
Notes:	Notes.			

As of June 2024, we have made some progress towards meeting this goal. Based on first-semester data in Biology, we have exceeded EVAAS projections by 1.7% and Math I (first semester) by 4.8% English II and Math 3 data will have additional data based on end-of-year EOC data. (Include EOC data here)

Based on the scholars' Math 8 performance, Math I scholars were identified and entered into the Branching Minds platform. Scholars took the iReady diagnostic assessment and began receiving additional How it will look when fully met:

This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:

At tier 1 ALL teachers will provide instruction using a variety of research based instructional strategies: teacher-directed whole-class; teacher-directed small group; independent work; computer-based instruction using student collaboration and engagement.

Instructional Teams and PLC will develop standards-aligned units of instruction for each subject and grade level to support Tier 1 instruction.

West Charlotte will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Students who are not making progress based on the strategies and support I have received will be referred to the MTSS team for (Tier II) support. Teachers will be assisted in the implementation and monitoring of classroom based Tier 2 interventions. Tier II interventions will be provided in a group setting to identified students. Progress of students will be monitored to determine if support given needs to be modified, intensified (Tier III) or if a referral needs to be made for EC evaluation.

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

As of June 2024, West Charlotte High School has made some progress towards meeting the Math 1 goal. Math 1 exceeded growth 1st semester with a 32.1% GLP (Goal is higher than 25%; Successes we experienced included 10 WalkThroughs conducted during each cycle by each administrator using the OMSEvidence Collection Tool/WOHS electronic walk-through form, with a focus on instructional trends, fostering strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction. We found it challenging to ensure that we test 95% of Math 1 students and exceed our goal of 25% GLP at the end of this school year. Our Math-I- OCR dropped 0.3% from S1 EOC to Final Benchmark Projection and projections are lower for semester 2. The opportunities to address these challenges in the 2024-2025 school year include professional

How it will look when fully met:	When fully met, all teachers and all PLCS will plan lessons that meet or exceed the rigor level required by the NC Standard Course of Study. Walkthrough and observation data will show students engaged in aligned, grade-level or above content in all areas. Teachers will know what students need to be able to Know, Understand, and Do in order to meet the rigor of the given standard. All PLCs will backwards plan for the entire semester and will know what each assessment looks like before starting the given unit that a lesson is within. PLCs will implement data-driven instruction with fidelity and complete instructional action plans after each common assessment in order to analyze misunderstanding, gaps, and standards that are not yet mastered in order to re-loop to those standards to ensure mastery. Student achievement on state assessment and common assessments in all areas will show mastery of standards through proficiency and growth scores exceeding expectations when available.		
Actions			
	8/13/24 10 WalkThroughs will be conducted during each cycle by each administrator using the CMS Evidence Collection Tool/WCHS electronic walk-through form, with a focus on instructional trends, fostering strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction. FAM-S29	Taylor Conner	01/23/2025
	Notes:		
	9/6/24 Budget: \$7000.00 Novels sets for classroom libraries Action: West Charlotte will utilize Title 1 funds to ensure students get supplemental materials to assist in literacy proficiency and comprehension grade level skills. Barnes & Noble 1363.50	Cari Zusammen	06/30/2025
	Notes: School SMARTS Goals: The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on English II End of Course assessment will increase from 38.8% in SY 2023-24 to 43.8% in SY 2024- 25 (Aligns to A4.01, B3.03, D1.02		

9/6/24 Budget: Title 1 Fund: \$28,000.00 -Action: West Charlotte collaborates with UNC-Charlotte to support

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

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

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

9/12/23 Implement intentional utilization of student data to provide attendance academic, behavioral, and SEL support for students level-to-level and grade-to-grade transitions using the MTSS model via Branching Minds.

SMinds.

How it will look when fully met:	By the end of June 2025 the implementation of Capturing Kids Hearts, core SEL Curriculum and the use of Restorative Practices will be utilized by all faculty and support staff to meet the academic and behavioral needs of all students. The information and data that will monitor and drive the objectives will consist of: strategic scheduling and staffing that support a tiered instructional system; an established and effective MTSSIeadership/student support team, and the development and implementation of a school-wide behavior matrix. FAM-S30 (Behavior)	

Actions		
8/13/24 With the implementation of Capturing Kids Hearts, WCHS faculty a staff with receive professional development on how to utilize transformational processes focused on students' social-emotional wellbeing, relationship-driven campus culture, and student connectedness. FAM-S31 (SEL)		24
Notes:		
8/13/24 With the use ongoing classroom management and restorative pra professional development, teachers will incorporate strategies to create community, a sense of belonging in the school. There will b continuous schoolwide training and implementation of the WCHS behavior matrix minor/major infractions, in an effort to strengthe well as restore student behavioral practices. FAM-S 30 (Behavior)	e	25
Notes:		
8/13/24 All classroom teachers will submit daily attendance by the 1st fifter minutes of the block; Front office shares list of daily absences with Support Staff after Powerschool Report is downloaded. Attendance Expectations will shared with families at the beginning of the year and signed Atten Expectations reiterated in monthly Attendance newsletter and reg family meetings; The monitoring of the effectiveness of the attend plan will take place weekly during the Student Service professional learning community. LINK ATTENDANCE PLAN	be Idance gular dance	25
Notes:		

Notes: Smart Goal - The % of OSS/ISS incidents will decrease from 18.6% in SY 2023-24 to SY 2024-25 (Aligns to A1.07, A4.06 and OMS Guardrail 2)		
Goal 4: The percent of rising 12th grade students on track to graduate from high school, enrolled, enlisted or employed will increase from % in SY2023-24 to% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)	Note.	

Initial Assessment:	As of June 2024, we are actively making progress towards this goal which will remain ongoing for the next school year. Parent survey data, communication logs, event feedback and parent/guardian/family level of engagement indicate that we are making strides towards fully meeting this goal. Successes related to this indicator in meeting our goal is that we regularly communicate with parents/guardians about our expectations of them and the importance of the curriculum of the home. We have implemented a consistent weekly/bi-weekly communication system to our families. We utilize email, Connect Ed, school website, social media, Canvas, Parent Square and individual teacher websites to provide regular schoolwide updates pertaining to attendance, academic, behavior, and social emotional support. Data (induding Schermco parent/guardian surveys) shows that implementation of consistent and frequent communication platforms have resulted in an increase of family participation and engagement at school wide events such as Back to School Night, Open House, Families of Empowerment Nights/Curriculum Nights, Scholar Success Night, IB Parent Nights, Performing Arts events, Sanior Events, Student Services events, etc. In addition, other successes related to this indicator in meeting our goal is that we consistently hosted quarterly community partnership meetings with local businesses, community organizations and community members. Our collaborations during and after these meetings resulted in partnerships, networking with volunteers, mentorships, donations and professional development resources that provided school wide support to staff, scholars and families. As of June 2024, the challenges that we are facing in meeting our 23-24 SP goal targets aligned to the indicator are not fully meeting engagement expectations of PTSA and all staff maximizing use of communication platforms with parents, guardians and families. In addition, we are working to achieve at least 40% participation of parents, guardians and families at curriculum re	Limited Development 08/07/2024		
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How it will look when fully met:	This indicator will be fully met when the following criteria is consistently implemented throughout the entire school: School-wide communication plan has been created, and successfully implemented to ensure equitable systems and processes to increase parent and community involvement and engagement engagement. Community Partnerships that positively impact student success, school events that engage parents/ guardians in their child s learning and strategic use of district communication apps and platforms		
Actions			
8/13/2	 West Charlotte High School will increase Family Engagement by 5% by the end of the 2024-2025 school year as evidenced by attendance at Family Engagement and Family Empowerment nights. FAM-S3. West Charlotte sponsors Ourriculum Night, AVID student involvement night, Free FAFSA application- senior night, Rising Freshmen Invitational Night. Updates from ST Meeting (Ongoing) 	Kevin Poirier	06/30/2025
Note	<i>S.</i> '		

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