

Comprehensive Progress Report

Mission:

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 High School will provide students with access to social and emotional supports that will allow them to graduate with a clear post-secondary plan that will support them in their pursuit of meaningful employment or post-secondary educational opportunities (A4.06)

West Mecklenburg HS will provide Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

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 (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 (A2.04).

By June 2021, As measured by official results from Math I EOC, West Mecklenburg HS will improve student proficiency by 5% from 23% to 28%. The Math I team will support skills acquisition by focusing on infusing conceptual understanding in lesson plans and infusing literacy skills through academic writing in all content areas with an emphasis on making data-driven decisions. (A 2.04; A 4.01; A 4.06; B 3.03; E 1.06)

By June 2021, As measured by official results from English II, West Mecklenburg HS will improve student proficiency by 5% from 32% to 37%. The English II team will support literacy skills by focusing on academic writing in all content areas with an emphasis on making data-driven decisions that support student achievement. (A 2.04; A 4.01; A 4.06; B 3.03; E 1.06)

By June 2021, As measured by official results from Biology, West Mecklenburg HS will improve student proficiency by 5% from 46.6% to 51.6%. The Biology team will support literacy skills by focusing on academic writing in the content areas with an emphasis on data-driven decisions that support student achievement. (A 2.04; A 4.01; A 4.06; B 3.03; E 1.06)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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	No Development 08/08/2022		
<i>How it will look when fully met:</i>		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
<i>Actions</i>			0 of 2 (0%)		
	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.		Renee Smith 08/24/2019	06/15/2024
<i>Notes:</i>					
	8/8/22	During the PLC 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.		Casimir Bundrick 08/24/2019	06/15/2024
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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>			No Development 08/08/2022		
<i>How it will look when fully met:</i>				Casimir Bundrick 08/24/2019	06/14/2024
<i>Actions</i>					
<i>Notes:</i>					