

School Improvement Plan



2015-2016

2015-2016 *through* 2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.



2015-2016 West Charlotte High School Improvement Plan Report

West Charlotte High School Contact Information			
School:	West Charlotte High School	Courier Number:	576
Address:	2219 Senior Drive	Phone Number:	980-343-6060
	Charlotte, NC 28216	Fax Number:	980-343-6090
Learning Community	Project LIFT	School Website:	http://schools.cms.k12.nc.us/westcharlotteHS/Pages/Default.aspx

Principal:	Dr. Timisha Barnes-Jones
Learning Community Superintendent:	Dr. Denise Watts

West Charlotte High School Improvement Team Membership			
<p><i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i></p>			
Committee Position	Name	Email Address	Date Elected
Principal	Dr. Timisha Barnes-Jones	timisha.barnes-jones@cms.k12.nc.us	
Assistant Principal Representative	Dr. Farrah Santonato	farrah.santonato@cms.k12.nc.us	
Assistant Principal Representative	Eddie Harden	Georgee.harden@cms.k12.nc.us	
Assistant Principal Representative	Michael Felder	Michael.felder@cms.k12.nuc.us	
Inst. Support Representative	Paula Cook	paula.sloan@cms.k12.nc.us	
Admin Support Representative	Christopher Satterfield	c1.satterfield@cms.k12.nc.us	
Teacher Representative	Stephanie Wilkerson	Stephaniew.wilkerson@cms.k12.nc.us	
Teacher Representative	Jeniese Myrick	jeniese.myrick@cms.k12.nc.us	9/2015

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Teacher Representative	Kelly Murphy	kellya.murphy@cms.k12.nc.us	9/2015
Teacher Representative	David Terry	davidw.terry@cms.k12.nc.us	9/2014
Teacher Representative	Larry Dennis	larryl.dennis@cms.k12.nc.us	9/2015
Teacher Representative	Milton Hunsucker	miltonts.hunsucker@cms.k12.nc.us	9/2015
Teacher Representative	Anthony Jackson	Anthony1.jackson@cms.k12.nc.us	9//2014
Teacher Representative	Cassandra Kessler	Cassandrak.kessler@cms.k12.nc.us	9/2015
Teacher Representative	Robin Nelson	Robin.nelson@cms.k12.nc.us	9/2015
CIS Representative	Keima Davis	keima1.davis@cms.k12.nc.us	9/2015
Parent Representative	Vallencia Frazier		9/2015
Parent Representative	Lafonda General		9/2015

Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: 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.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: 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.

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West Charlotte High School Shared Beliefs

- Every student deserves support to achieve academic success based on individual needs.
- A culture of high expectations and accountability encourage success for all.
- A safe and supportive learning environment promotes student achievement.
- Collaboration between staff, families and community is critical to the success of students.

West Charlotte High School SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide a duty-free instructional planning time for every teacher under G.S. 115C-105.27 and 301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- West Charlotte High School English 2 EOC Proficiency will move from 33.6% to 50% (4s and 5s) by the end of the 2015-16 school year.
- West Charlotte High School Math 1 EOC Proficiency will move from 25.8% to 42% (4s and 5s) by the end of the 2015-16 school year.
- West Charlotte High School Biology EOC Proficiency will move from 23.3% to 50.2% (4s and 5s) by the end of the 2015-16 school year.
- West Charlotte High School will increase on time graduation rates to 87% by June 2016.
- West Charlotte will improve staff and student culture and will score 6.9 on the academic environment domain of the TNTF survey.
- West Charlotte High School will decrease staff and student absences from 16.6 to 10 per student and from 6.8 to 4 for teachers.



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West Charlotte High School Assessment Data Snapshot

West Charlotte High School

Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Participation Denominator	393	0	23	330	32	5	2	259	21	52	13
Participation Percent	97	0	0	96	100	0	0	97	0	98	0
Participation Status	Met	~	Insuf.	Met	Met	Insuf.	Insuf.	Met	Insuf.	Met	Insuf.
Proficiency Denominator	342	0	21	293	22	4	2	223	14	48	13
Proficiency Percent	24.6	0	0	25.3	0	0	0	22.9	0	0.0	0
Goal Percent	61.9	0	71.7	46.6	52.7	64.0	71.0	48.8	24.0	31.2	94.2
Proficiency Status	Not Met	~	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Not Met	Insuf.

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Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	392	0	23	329	32	5	2	258	21	51	13
Participation Percent	94	0	0	95	91	0	0	95	0	92	0
Participation Status	Not Met	~	Insuf.	Met	Not Met	Insuf.	Insuf.	Met	Insuf.	Not Met	Insuf.
Proficiency Denominator	333	0	21	285	21	4	2	219	15	44	13
Proficiency Percent	22.2	0	0	21.8	0	0	0	20.5	0	4.5	0
Goal Percent	50.8	0	70.4	36.4	43.7	50.5	58.8	39.6	24.3	27.7	85.8
Proficiency Status	Not Met	~	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Not Met	Insuf.

Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	315	3	19	272	17	3	1	198	10	46	17
Participation Percent	96	0	0	98	0	0	0	98	0	98	0
Participation Status	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Met	Insuf.
Proficiency Denominator	281	2	16	250	10	2	1	175	4	44	16
Proficiency Percent	22.1	0	0	19.6	0	0	0	17.1	0	4.5	0
Goal Percent	60.8	48.0	76.0	44.6	52.1	62.0	69.3	48.2	24.8	35.9	90.9
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Not Met	Insuf.

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Current Year EOC	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	1606	4	70	1361	138	20	12	1137	110	262	24
Participation Percent	91	0	86	91	89	0	0	89	83	91	0
Participation Status	Not Met	Insuf.	Not Met	Not Met	Not Met	Insuf.	Insuf.	Not Met	Not Met	Not Met	Insuf.

ACT	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	356	3	21	306	22	3	1	226	11	51	18
Participation Percent	84	0	0	84	0	0	0	80	0	73	0
Participation Status	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Not Met	Insuf.
Proficiency Denominator	284	3	18	245	14	3	1	174	8	31	17
Proficiency Percent	16.9	0	0	16.7	0	0	0	13.8	0	3.2	0
Goal Percent	66.9	55.1	77.5	46.8	55.4	68.0	77.5	51.6	25.5	33.1	95.0
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Not Met	Insuf.

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ACT WorkKeys	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	65	1	5	53	3	1	2	45	2	3	0
Participation Percent	89	0	0	89	0	0	0	87	0	0	0
Participation Status	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	~
Proficiency Denominator	58	1	4	47	3	1	2	39	2	2	0
Proficiency Percent	32.8	0	0	36.2	0	0	0	38.5	0	0	0
Goal Percent	73.9	67.4	79.2	60.4	72.2	73.9	80.5	66.3	32.7	43.7	0
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	~

Math Course Rigor	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Proficiency Denominator	314	1	20	263	21	3	4	201	15	23	9
Proficiency Percent	98.7	0	0	98.9	0	0	0	100.0	0	0	0
Goal Percent	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	90.8	85.5	95.0
Proficiency Status	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.

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Graduation Rate	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Standard (4-Year)	76.9	0	0	77.7	0	0	0	76.2	0	60.0	0
Extended (5-Year)	79.2	0	0	80.7	0	0	0	82.1	0	66.0	0
Status	Met/I	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Met/I	Insuf.



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Charlotte-Mecklenburg Schools
School Improvement Plan
READY EOY Assessment Proficiency Summary

West Charlotte High School

Assessment	Subgroup	2014-2015		2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
⊕ EOC Biology	All	23.6	15.9	21.2	15.6		17.9		41.9
⊕ EOC English I	All								55.8
⊕ EOC English II	All	33.9	21.3	35.8	24.4		24.2		
⊕ EOC Math I	All	28.8	22.2	28.0	15.9		11.8		33.7
⊕ EOC Composite	All	28.8	20.0	28.1	18.4		17.4		43.1
⊕ School Composite	All	28.8	20.0	28.1	18.4		17.4		43.1

GLP: Grade Level Proficiency. Level III/IV/V in 2013-14 and beyond.

CCR: College and Career Readiness. Level III/IV in 2011-12 & 2012-13. Level IV/V in 2013-14 and beyond.

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West Charlotte High School Profile

The history of West Charlotte High School speaks to the evolution of the city of Charlotte. Initially, West Charlotte was a school that educated young African American scholars, beginning in 1938. It used to be in the location of the current Northwest School of the Arts. As the political climate towards education changed, West Charlotte High School moved to its current location and has taught some of Charlotte's most influential philanthropists and leaders of the city. The school has always espoused a strong sense of educational excellence that is reiterated by a long line of dynamic administrators who have been recognized for their leadership and the passionate educators that change scholars' lives. When scholars present to West Charlotte High School, there are a myriad of academic programs offered to the students to enable them to explore both academic and career opportunities, including honors, AP courses, IB courses, Project Lead the Way (PLTW) Career courses, ROTC, and LIFT Academy. We collectively work to grow the child holistically and help them find success.

Regardless of the economic dynamics that have impacted the school, the passion of reaching and teaching students has not changed. The royal lion is not only the mascot of the school. It is the true embodiment of how faculty and scholars see themselves – with Lion Pride. This pride is as historical as the school and the alumni of the school function as an extended family that supports the school in every capacity including bequeathing academic scholarships in the name of the first principal, Clinton L. Blake. This full circle of support from administration, faculty, alumni, scholars, and families is why generations have been educated at one school and speak to the continued legacy that is West Charlotte High School.



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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ol style="list-style-type: none">College- and career-readinessAcademic growth/high academic achievementAccess to rigorClosing achievement gaps	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ol style="list-style-type: none">Proactive recruitmentIndividualized professional developmentRetention/quality appraisalsMultiple career pathwaysLeadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ol style="list-style-type: none">Family engagementCommunication and outreachPartnership development	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ol style="list-style-type: none">Physical safetySocial and emotional healthHigh engagementCultural competencyCustomer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ol style="list-style-type: none">Effective and efficient processes and systemsStrategic use of district resourcesData integrity and useSchool performance improvement	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ol style="list-style-type: none">Learning everywhere, all the timeInnovation and entrepreneurshipStrategic school redesignInnovative new schools

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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Goal 2: Recruit and develop, and retain a premier workforce.
Strategic Plan Focus Area:	Focus Areas- Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development
Data Used:	Insight Survey Data, internal culture data, staff survey

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Teachers will be provided one lunch period per day provided all appropriate supervisory coverage is fulfilled.	Dr. Barnes-Jones	Students are adequately supervised while at lunch which provides our teachers with a duty free lunch break during the instructional day	na	All certified staff	August 2015- June 2016
2. Teachers who have 3 rd block planning will fulfill one duty during the 3 rd block time of no more than 1 lunch period to support with the supervision and safety of students.	Michael Felder Assistant Principal	Student incidents during 3 rd block will be limited due to appropriately dispersing teacher coverage balanced with providing teachers with one duty free lunch of the 4 provided lunch periods		CSA Admin SRO BMTs Teachers	August 2015- June 2016



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3. Lunch Detention pull out will be created to support in-class interventions.	George Harden/ Assistant Principal	Student performance data Teacher Satisfaction Surveys Discipline Data Reduced Suspension Tracking of repeat offenders	ISS Assistant to support Lunch Detention	ISS Asst. BMTs Wingate Satterfield	August 2015-June 2016 with checkpoints each 4 weeks throughout
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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	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.
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready. Goal 2: Recruit, develop, and retain a premier workforce
Strategic Plan Focus Area:	Focus Areas: Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development
Data Used:	High school master schedule, EOC data, EVAAS Data (these indicators were used to show that we must ensure that our EOC areas of ENG II, BIO and CCM1 have a secured planning block as a team)

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Design a master schedule that provides teachers with an average of 5-90 minute planning blocks per week.	Farrah Santonato/ Assistant Principal	Master schedule review DDI minutes uploaded into Google		Principal Timisha Barnes-Jones Principal Mina Rasti – Counselor	August 2015 January 2016

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2. Develop three tiers of coverage plans to support absences of teachers when a substitute teacher cannot be secured.	George Harden/ Assistant Principal Farrah Santonato/ Assistant Principal	Teachers attend at least 90% of their DDI meetings each semester		DDI Leads/ Department Chairs Front office staff	August 2015 January 2016
3. Clearly articulate what “duty free” means ensuring that everyone understands that professional development, PLC time and other collaboration time with colleagues meets the expectation of this mandate.	Timisha Barnes-Jones	Increased EOC proficiency due to increased learning time and increased planning time for teachers. This will also be evidenced in TNTP survey data		Admin and Facilitators	Aug 2015 – Dec 2015



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SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.
Strategic Plan Focus Area:	Focus Areas: Physical Safety, Social and Emotional health, High Engagement, Customer Services, Cultural Competency
Data Used:	Student discipline data, disproportionality reporting, engagement survey results, Insight survey results

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention • Bullying Awareness Professional Development • Making better use of CMS TV Resources • Lesson Plans Videos Bullying Prevention	Mina Rasti, Counselor George Harden, Assistant Principal Farrah Santonato, Assistant Principal	-Decrease in the number of bullying incidents -School Climate survey show improved positive results		-Communities In Schools -External Partnerships -School Guidance -Parent Advocate	August, 2015 December 2015 February 2016 March 2016 May 2016



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2. Character Education <ul style="list-style-type: none"> Guidance will provide lessons in the classroom Small group facilitation for mediation 	Assistant principals Parent Advocate Deans	-Climate surveys Improved student character -Decrease in student referrals for minor offenses		Teachers Counselors Support Staff	October, 2015 January 2016 April 2016
3. Healthy Active Child 30 min.	Michael Felder/ Assistant Principal	-Student performance data in PE -Use of lessons in PE -PE Staff will support healthy living life styles with the staff		Teacher and school Administrators	February 2016 June 2016
4. School Health Team <ul style="list-style-type: none"> Target PD on Juvenile Diabetes Providing essential PD on how to handle defibrillator, allergic reactions, and asthma 	First Responders	-PE Staff support staff by providing ideas and ways to live a healthy lifestyle -Staff will participate in inter-L.I.F.T games to support active life		All staff	November 2015 January 2016 March 2016



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West Charlotte High School's 90 Day Plan: <https://goo.gl/z8E3aQ>

SMART Goal (4):	English 2 EOC Proficiency will move from 33.6% to 50% (4s and 5s) by the end of the 2015-16 school year
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	ii. Academic growth/high academic achievement iii. Closing achievement gaps

All West Charlotte High School Improvement Goals and their progress will be reviewed by the School Leadership Team 12/8/2015, 1/12/2016 and 3/8/2016.

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
See this school's 90 Day Plan					



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SMART Goal (5):	Math 1 EOC Proficiency will move from 25.8% to 42% (4s and 5s) by the end of the 2015-16 school year
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	ii. Academic growth/high academic achievement iii. Closing achievement gaps

All West Charlotte High School Improvement Goals and their progress will be reviewed by the School Leadership Team 12/8/2015, 1/12/2016 and 3/8/2016.

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
See this school's 90 Day Plan					



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SMART Goal (6):	Biology EOC Proficiency will move from 23.3% to 50.2% (4s and 5s) by the end of the 2015-16 school year
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	<ul style="list-style-type: none"> ii. Academic growth/high academic achievement iii. Closing achievement gaps

All West Charlotte High School Improvement Goals and their progress will be reviewed by the School Leadership Team 12/8/2015, 1/12/2016 and 3/8/2016.

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personne I Involved	Timeline (Start—End)
<div style="border: 2px solid blue; padding: 10px; text-align: center;"> <p>See this school's 90 Day Plan</p> </div>					



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SMART Goal (7):	Increase on time graduation rate to 87% from 76% by June 2016
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	ii. Academic growth/high academic achievement iii. Closing achievement gaps

All West Charlotte High School Improvement Goals and their progress will be reviewed by the School Leadership Team 12/8/2015, 1/12/2016 and 3/8/2016.

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personne I Involved	Timeline (Start—End)
See this school's 90 Day Plan					



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SMART Goal (8):	Improve School Culture to a 6.9 from a 6.0 survey result
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service
Strategic Plan Focus Area:	i. Physical safety iii. High engagement iv. Cultural competency

All West Charlotte High School Improvement Goals and their progress will be reviewed by the School Leadership Team 12/8/2015, 1/12/2016 and 3/8/2016.

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personne I Involved	Timeline (Start—End)
See this school's 90 Day Plan					



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SMART Goal (9):	Decrease Staff and student absences from 16.6 to 10 per student and from 6.8 to 4 for teachers.
Strategic Plan Goal:	<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child (student)</p> <p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems (teacher)</p>
Strategic Plan Focus Area:	<p>i. Family engagement (student)</p> <p>iii. School performance improvement (teacher)</p>

All West Charlotte High School Improvement Goals and their progress will be reviewed by the School Leadership Team 12/8/2015, 1/12/2016 and 3/8/2016.

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personne I Involved	Timeline (Start—End)
<p style="text-align: center;">See this school's 90 Day Plan</p>					



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Mastery Grading Procedures Plan	
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
1. Common assessments <ul style="list-style-type: none"> At minimum, 4 common formal assessments are given and are aligned to content standards, each semester. 2 Discovery Education interim assessments, analyzed by PLC, given to EOC courses. 	Admin content leads, MCLs, Facilitators	Improved student performance on all final exams through effective PLC planning and collaboration		Principal, Asst. Principal, Dean, Facilitators, Teachers and Coaches	10/20/2015-6/19/2015
2. Data disaggregation <ul style="list-style-type: none"> PD provided to aid DDI in analyzing data Teachers will disaggregate multiple data sources. 	Admin content leads, MCLs, Facilitators	Improved student performance on all final exams through effective PLC data analysis, planning		Principal, Asst. Principal, Dean, Facilitators, Teachers and	10/20/2015-6/19/2015

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<p>included by not limited to Discovery Education Assessments, Common Assessments, Anecdotal notes,</p> <ul style="list-style-type: none"> Skills, Concepts and Exit tickets to inform instructional delivery and student mastery. 		and collaboration		Coaches	
<p>3. Flexible grouping</p> <ul style="list-style-type: none"> Formal and informal data used to group students and reteach EOC courses use common assessment data, DE data, and exit slip data to inform these groups. 	Admin content leads, MCLs, Facilitators	Increased student mastery and retention due to tailored instruction		Principal, Asst. Principal, Dean, Facilitators, Teachers and Coaches	10/20/2015-6/19/2015
<p>4. Additional Learning Opportunities</p> <ul style="list-style-type: none"> Provide opportunities for retesting after review of material covered in class 	Facilitators and Teachers	All students will achieve growth from original test to retest	Title 1	Administration Facilitators Classroom	July 2015 – June 2016 · October 2015

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<ul style="list-style-type: none"> Students will review their errors on tests and will retest on the material Students who miss homework or due dates because of absences whether excused or unexcused, must be allowed to makeup the work (arrangements for completing the work should be made within five school days of the students' return to school. Homework and other assignments should be accepted, even when turned in after the designated due date. 		Students will achieve grades of 85 or above on math assessments		Teachers Instructional Assistants	<ul style="list-style-type: none"> January 2016 March 2016 June 2016
<p>5. Late and make-up work</p> <ul style="list-style-type: none"> All students have the opportunity to turn in late and make up work, in accordance with CMS guidelines Middle and high school students must initiate the communication with the teacher to arrange for 	Facilitators	Students will be held accountable for their learning Increase in completion rate of assignments	N/A	Teachers EC Teachers Facilitators	Sept 15 .- June 16



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make-up time if necessary for assignments/assessments as soon as possible.					
6. Grade Reporting: <ul style="list-style-type: none"> Teachers input 1 grade per content area per week Due dates for final grades follow the CMS timetable 	Admin and Facilitators	Increase of parental involvement	N/A	Teachers EC Teachers Admin and Facilitators	Sept. 15 - June 16
7. Grading Scale <ul style="list-style-type: none"> Use 10 point grading scale to determine final grades Teachers must maintain a minimum of 10 class work/informal assessment grades per quarter for classes that meet daily and 4 for classes that meet on an A/B day schedule Teachers will maintain a minimum of 10 homework grades per quarter for 	Admin and Facilitators	Increase in alignment between grades, common interim assessments and EOG proficiency	N/A	Teachers EC Teachers Admin and Facilitators	Sept. 15 - June 16



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classes that meet daily. <ul style="list-style-type: none">Teachers will maintain a minimum of 4 formal assessment grades per quarter for classes that meet daily and 2 for classes that meet on alternating days.					
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West Charlotte High School - 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*



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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Timisha Barnes-Jones	<i>Timisha Barnes-Jones</i>	10-22-2015
Assistant Principal Representative	Farrah Santonato,	<i>Farrah Santonato</i>	10-22-2015
Assistant Principal Representative	Eddie Harden	<i>Eddie Harden</i>	10-22-15
Assistant Principal Representative	Michael Felder	<i>Michael Felder</i>	10/22/15
Inst. Support Representative	Paula Cook	<i>Paula Cook</i>	10/22/15
Admin Support Representative	Chris Satterfield	<i>Chris Satterfield</i>	10/23/15
Teacher Representative	Anthony Jackson	<i>Anthony Jackson</i>	10/23/15
Teacher Representative	Larry Dennis	<i>Larry Dennis</i>	
Teacher Representative	Milton Hunsucker	<i>Milton Hunsucker</i>	10/23/15
Teacher Representative	Jeniese Myrick	<i>Jeniese Myrick</i>	10/23/15
Teacher Representative	Altovese Simmons	<i>Altovese Simmons</i>	10/22/15
Teacher Representative	Kelly Murphy	<i>Kelly Murphy</i>	10/22/15
Teacher Representative	David Terry	<i>David Terry</i>	10/22/2015
Teacher Representative	Cassandra Kessler	<i>Cassandra Kessler</i>	10/23/15
Teacher Representative	Stephanie Wilkerson	<i>Stephanie Wilkerson</i>	10/23/15
CIS Representative	Keima Davis	<i>Keima Davis</i>	10/23/15
Parent Representative	Vallencia Frazier	<i>Vallencia Frazier</i>	10/23/15
Parent Representative	Lafonda General	<i>Lafonda General</i>	10/20/15

Every Child. Every Day. For a Better Tomorrow.



90-DAY ACTION PLAN

District: Project L.I.F.T.

School: West Charlotte High School

Principal: Timisha Barnes-Jones

The 90-Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's turnaround initiative.

PURPOSE OF THE TURNAROUND INITIATIVE: Articulate in a few sentences what you hope to achieve by participating in the turnaround initiative.

- West Charlotte will strive to achieve 90/90/90 status by 2017. West Charlotte will achieve 90% graduation and 90% proficiency by focusing on effective teaching, data driven instruction, literacy, and personalized learning for every child every day. West Charlotte teachers will be the best by receiving specific feedback in a culture focused on student learning.**

GOAL SETTING: Along with Language Arts and Math proficiency rates, identify up to three additional goals for the school year (i.e. graduation rate, promotion rate, attendance, discipline, growth/value-added, targeted sub-group, college readiness, etc.)

	Goals	2014-15 RESULTS	2015-16 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Academic Improvement: Increased proficiency in all EOC areas Increased on time graduation rate	25.8% 33.6% 23.3% 76%	Math 42% English 50% Biology 50.2% 100% of EOCs and NCFE's Implement Aligned Common Assessments and follow the Data Driven Instruction cycle with fidelity and score 80% or higher on the Data Driven Instruction Implementation Rubric	<ul style="list-style-type: none">- Classroom Walk Through visits will reflect improved instruction and evidence of effective action planning in response of Common Assessments and Discovery Education Interim Assessments.- 100% of teachers in EOC courses will fully implement the Data Driven Instruction cycle with emphasis on the analysis of assessment data and action planning with an MCL after each Common Interim Assessment.- Discovery Education Interim Data- Common Assessment Data- State EOC data - 1st semester course pass data

			Graduation 87%	<ul style="list-style-type: none"> - Promotion data - Completed senior graduation checklists - GSI report completed
3	Improved School Culture	6.0 Survey results	6.9 Learning Environment Survey Results Decrease fights from 134 incidents to >90 Reduction in the amount of referrals	<ul style="list-style-type: none"> - Monthly Walk through data - Survey Data - Referral Data
4	Decreased staff and student absences.	16.6 average absences per student 6.8 average absences per teacher	>10 absences per student > 4 absences per teacher	<ul style="list-style-type: none"> - Weekly attendance data - Monthly attendance data - Survey data

90-Day Action Plan – Priority #1

Turnaround Initiative Focus Area (Big Rock): Improved Academic Culture: West Charlotte High School will create a school-wide academic climate that follows a data driven instruction cycle supported by effective planning and tools to ensure a high degree of student engagement and academic achievement.

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

Support a school-wide academic culture where students improve academically. All teachers in EOC courses will follow the data-driven instruction cycle with emphasis on effective use of common assessment data to drive 1:1 analysis and action planning meetings with their corresponding MCL. This will be evidenced by classroom walk through

School Leader Responsible:

Principal & Admin Team

documentation, observations of 1:1 coaching sessions, and an overall increase in student performance on common assessments.			
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> <ul style="list-style-type: none">• 100% of EOC/NCFE teachers provide common assessments every 4-6 weeks following a consistent assessment calendar.• 100% of EOC/NCFE teachers participate in analysis and action planning meetings with their MCL• Teacher-specific Data Driven Instruction action plans inform weekly lesson plans for small group, remediation, and acceleration of learning.• Common Assessment 1 will serve as a benchmark for future assessments.• Overall increase in EOC /NCFE performance• Increased on-time graduation by 2016 cohort			
Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> <p>Quality common assessments, implemented on a regular interval, needed across all EOC courses.</p> <p>New teacher training and on-going professional development needed to refine and reinforce the Data Driven Instruction process in EOC courses.</p> <p>Need for consistent practices and oversight of Data Driven Instruction process.</p> <p>More effective processes needed for tracking and reengaging dropouts</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source

Communication of Goals: Ensure school wide academic goals are posted and visible throughout the school. Incorporate into monthly parent communication, including all methods.	Principal	August	Staff Visioning Meeting Powerpoint and data presentation
Create West Charlotte common assessments calendar	AP-I and Data Driven Instruction leads	October 7	Meeting with MCL and Data Driven Instruction Leaders
Initial Data Driven Instruction training for Data Driven Instruction leads and administration (Data Driven Instruction 101 and refresher)	Alison Harris	September 1	LIFT Leader Institute
Do Nows and Exit Tickets: Train all staff and students on the purpose, procedures and impact of Do Nows and Daily Reflection. Implement on a daily basis in 100% of all classrooms.	Admin Team	September 2	Power Point Living the Learning Template
Assess each PLC on the Data Driven Instruction Implementation Rubric to create a plan of action and targets	Data Driven Instruction Leads and Admin	September 23	Data Driven Instruction Rubric Action Plan Template
Work collaboratively with ILT to create and finalize Assessment Calendars	Principal and AP-I	October 30	Assessment Calendar Template
Provide Data Driven Instruction Training to teachers	Alison Harris	September 23	Training Documents Assessments built by Professional Learning Communities
Coaching and Feedback to Data Driven Instruction leads and Multi Classroom Leaders	AP-I	Weekly	6 steps of feedback template Coaching log
Weekly PLC meetings to discuss weekly formative data and create lesson plans that address data		Weekly	Meeting template

	Administration; PLC leads; Multi Classroom Leaders		
Transcript checks and student graduation checklist completed quarterly	Student Services/Latoy a Lee department chair	Quarterly October 2	GSI report Graduation checklist template
Mentors assigned to at-risk seniors	Ms. McCullough Student Services	October 30	District training
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		Potential Adjustments
10/30/2015	Increase On Task / Engaged Students each quarter: 80%		Data Analysis and Action Planning for Student services team, guided by administration
10/30/2015	My School is a good place to teach and learn will be reported on the in house survey by at least 65% of teachers		Action planning conducted by School Leadership Team to increase staff culture
01/15/2015	My School is a good place to teach and learn will be reported on the in house survey by at least 70% of teachers		Action planning conducted by School Leadership Team to increase staff culture, seeking Learning Community feedback and support--conduct culture walkthrough or pulse check
01/15/2016	Increase On Task / Engaged Students each quarter: 85%		Data Analysis and Action Planning for Student services team, guided by administration and collaboration with Learning Community behavioral and instructional support staff

01/15/2016	% tested on SEM 1 EOCs 98%	If successful, apply methods to NCFE courses too. If not yet successful, triangulate data sources: discipline, reading levels, absences, common assessment data, etc and develop supportive action plans of change for Professional Learning Communities
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90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): Improved School Climate- West Charlotte will create systems and processes that will result in a school culture that supports scholars’ learning, adult collaboration, high academic achievement and safety within the school environment.

School’s Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

School-wide systems in place for 100% of classrooms and common areas

School Leader Responsible:

Principal & Admin Team

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*

- Referrals 15/16: Implement No Nonsense Nurturing Culture Plan with fidelity and then track Qtr 1 totals; then reduce each quarter thereafter..
- Decrease OSS 15/16: to 10%
- Fights 15/16: reduce incident total to 80
- Aggressive Behavior: reduce incident total to 80
- Hall Transitions: decrease incidents and improve perception quarterly

TNTP Indicators:

- Support in addressing misbehavior increase to 80%
- Consistent Expectations and Consequences increase to 80%
- Staff feeling safe at school = 80+ %
- School Leaders Promote Safety = 80+ %
- 95% of student misbehavior will follow the classroom and administrative hierarchies / flow-charts.

Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> Lack of systematic hierarchy for student behavior aligned to clear consequences following processes and procedures school-wide as well as a lack of school wide expectations.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Classroom Expectations: Create 3-5 expectations that universally apply to all classrooms, all students and all staff. (SLANT; Volume Levels 0,1,2 – etc)	Harden/Wagner	Aug 21 st	Poster maker
Create a schoolwide culture planning team to meet monthly to address school culture data	Barnes-Jones/Wagner	Aug 21 st	
Implement the use of the Educator's Handbook Discipline System to accurately monitor discipline data	Harden	August / September	Training documents and one pagers
Classroom Hierarchy: Implement a school-wide hierarchy for classroom management that all teachers will adopt consistently on a daily basis.	Harden/Wagner	Aug 21 st	Poster maker, Power School
Admin Hierarchy: Develop a flow-chart for administrative interventions when teachers submit referrals for classroom misbehavior, including timelines.	Felder	Aug 21 st	Power Point
School-Wide Expectations: Ensure every area is clearly defined and taught to all students, and adults in non-classroom settings.	Dr. Santonato	Aug 21 st	Power Point
Hall Transitions: Develop a targeted plan to improve culture of building during hallway transitions. Identify expectations, interventions, and consequences.	Dr. Santonato	Aug 21 st	Power Point

ISS Room: Develop a clear plan with expectations, processes and systems for students and staff.	Wingate	Aug 21st	Power Point, Training with all ISS Associates
Schoolwide Transparency: Publicly post school culture goals and data in visible areas in order to celebrate growth and successes	Dr. Barnes-Jones	September	Poster maker
SLANT: posted in 100% of classrooms and implementation by 100 staff.	Santonato	August 21	Poster Maker
Volume Levels 0, 1, 2: posted in 100% of classrooms and implementation by 100% staff	Santonato	August 21	Poster Maker
MVP Directions: Visual on daily basis on smartboards / whiteboards / assignments and verbally by 100% of staff.	Teachers	August 24	Power Point
Do Nows and Exit Tickets: Train all staff and students on the purpose, procedures and impact of Do Nows and Daily Reflection. Implement on a daily basis in 100% of all classrooms.	Admin Team	August 18	Power Point
Growth Mindsets: Explicit teach / facilitate activities with all students and staff on the importance of developing a Growth Mindset.	Aimee Wagner	Ongoing	Carol Dweck Video resources, articles, Power Point
Incentive Classwide: Teachers will work collaboratively with students to identify and create classroom incentives for daily / weekly / monthly and quarterly goals. Incentives for both Growth and Achievement.	Teachers submit incentive plan to PLC Leaders in each content	End of Qt1	
Incentives Schoolwide: Culture Team will create school wide incentives for both individuals and entire student-body for both Growth and Achievement; Monthly and Quarterly.	Culture Team	September 23	
RTTC Cycles: All Real Time Teacher Coaches coach using Center for Transformative Teacher Training protocols no less than 4 cycles per week	Santonato/ Multi Classroom Leaders	September 2015	
Tier 2/3 Interventions: Identify and communicate plan for supporting teachers and engaging parents to address the needs of scholars exhibiting Tier 2 and 3 behaviors.	Harden	September 2015	

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
10/30/2015	100% of teachers will be using West Charlotte Hall transition protocols as measured by observation/walkthroughs	teacher trainings to re-teach and practice upholding expectations--ues minute by minute plans
10/30/2015	Less than 25 fights and/or violent incidents will have been reported	analysis and action planning, using Educator's Notebook--develop solutions and staff training with School Discipline Team
10/30/2015	Less than 20 incidents of aggressive behavior have been reported	analysis and action planning, using Educator's Notebook--develop solutions and staff training with School Discipline Team
10/30/2015	Teachers report that at least 65% of the time misbehaviors are addressed on the in house survey of teacher perceptions	Action planning conducted by School Leadership Team to increase staff & student culture, seeking Learning Community feedback and support--conduct culture walkthrough or pulse check
10/30/2015	Teachers report that at least 65% of the time they feel safe on the in house survey of teacher perceptions	Action planning conducted by School Leadership Team to increase staff & student culture, seeking Learning Community feedback and support--conduct culture walkthrough or pulse check
01/15/2016	Less than 35 incidents of aggressive behavior have been reported	analysis and action planning, using Educator's Notebook--develop solutions and staff training

		with School Discipline Team and Learning Community Behavior and Discipline staff
01/15/2016	Teachers report that at least 75% of the time misbehaviors are addressed on the inhouse survey of teacher perceptions	Action planning conducted by School Leadership Team to increase staff & student culture, seeking Learning Community feedback and support--conduct culture walkthrough or pulse check
01/15/2016	Teachers report feeling safe at least 75% on the in house survey of teacher perceptions	Action planning conducted by School Leadership Team to increase staff & student culture, seeking Learning Community feedback and support--conduct culture walkthrough or pulse check