

School Improvement Plan



2015-2016

2014-2015 *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.

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| Draft Due: September 28, 2015 | Final Copy Due: October 28, 2015 |
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2015-2016 Westerly Hills Academy School Improvement Plan Report

Westerly Hills Academy Contact Information

| | | | |
|---------------------------|-------------------------|------------------------|---|
| School: | Westerly Hills Academy | Courier Number: | 577 |
| Address: | 4420 Denver Ave. | Phone Number: | 980-343-6021 |
| | Charlotte, NC 28208 | Fax Number: | 980-343-6022 |
| Learning Community | West Learning community | School Website: | http://schools.cms.k12.nc.us/westerlyhillsES/Pages/Default.aspx |

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|---|--------------------|
| Principal: | Malacy T. Williams |
| Learning Community Superintendent: | Curtis Carroll |

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Westerly Hills Academy School Improvement Team Membership

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."

| Committee Position | Name | Email Address | Date Elected |
|------------------------------------|--|--|--------------|
| Principal | Malacy T. Williams | Malacy.williams@cms.k12.nc.us | 7/29/15 |
| Assistant Principal Representative | Dr. Phillip Johnson | phillipj.johnson@cms.k12.nc.us | 7/01/15 |
| Teacher Representative | Samesta Hobson Jared Thompson, Tiffany Lyles Joyce Bess, Ari Evans Cheryl Evans Danyea Morrison N. Johnson S. Starling | samesta.hobson@cms.k12.nc.us jared1.thompson@cms.k12.nc.us tiffany.lyles@cms.k12.nc.us joyce.bess@cms.k12.nc.us ausetenaungkn.ari@cms.k12.nc.us cheryl.evans@cms.k12.nc.us | 8/25/15 |
| Inst. Support Representative | Kim Smoak , Tiffani Staton, Stephanie McBryde, Doris Chisholm | kim.smoak@cms.k12.nc.us stefanie.mcbryde@cms.k12.nc.us tiffani.staton@cms.k12.nc.us Doris.chisholm@cms.k12.nc.us | 8/19/15 |
| Teacher Assistant Representative | Nakisha Deshields | nakishae.deshields@cms.k12.nc.us | 8/19/15 |
| Parent Representative | Sonja Glover | sonja.glover@cms.k12.nc.us | 9/23/15 |

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Vision Statement

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

School: Westerly Hills Academy is a special place where the dreams of all students are realized and where they become leaders and winners

Mission Statement

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

School: Our mission is to work collaboratively with students, staff, parents and community partners to create a safe, orderly and supportive atmosphere where the unique gifts and talents of all students are recognized and developed.

Westerly Hills Academy Shared Beliefs

- All students can learn, achieve, and succeed.
- Academic success is birthed from a strong relationship between staff and parents.
- Teachers must recognize and accommodate the various learning styles of our students.
- A safe school is one where staff ensures that the learning environment is safe and orderly.
- Students must be active participants in the learning environment.
- Cultural diversity increases student understanding of different people and cultures.

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Westerly Hills Academy SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide 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.
- By June 2016, we will increase literacy proficiency by 10.3 percentage points as measured by End of Grade data.
(34.4% to 44.7%)
(increase College and Career Ready by 10% 20.1-30.1)
- By June 2016, we will increase math proficiency by 12.3 percentage points as measured by the End of Grade data.
(21.49 to 33.79)
(increase College and Career Ready by 10% 20.1-30.1)

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2014-2015 Westerly Hills Academy Sub Groups Data

| Reading | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHITE | EDS | LEP | SWD | AIG |
|---------------------------|---------|--------|--------|---------|---------|--------|--------|---------|--------|---------|--------|
| Participation Denominator | 396 | 3 | 30 | 306 | 46 | 4 | 7 | 294 | 31 | 48 | 5 |
| Participation Percent | 100 | 0 | 100 | 100 | 100 | 0 | 0 | 100 | 100 | 100 | 0 |
| Participation Status | Met | Insuf. | Met | Met | Met | Insuf. | Insuf. | Met | Met | Met | Insuf. |
| Proficiency Denominator | 338 | 3 | 28 | 258 | 40 | 3 | 6 | 251 | 24 | 38 | 4 |
| Proficiency Percent | 18.6 | 0 | 0 | 15.1 | 27.5 | 0 | 0 | 16.3 | 0 | 0.0 | 0 |
| Goal Percent | 55.1 | 43.2 | 69.3 | 40.4 | 43.0 | 56.5 | 65.2 | 42.9 | 27.6 | 30.3 | 92.5 |
| Proficiency Status | Not Met | Insuf. | Insuf. | Not Met | Not Met | Insuf. | Insuf. | Not Met | Insuf. | Not Met | Insuf. |

| Math | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHITE | EDS | LEP | SWD | AIG |
|---------------------------|---------|--------|--------|---------|---------|--------|--------|---------|--------|---------|--------|
| Participation Denominator | 396 | 3 | 30 | 306 | 46 | 4 | 7 | 294 | 31 | 48 | 5 |
| Participation Percent | 100 | 0 | 100 | 100 | 100 | 0 | 0 | 100 | 100 | 100 | 0 |
| Participation Status | Met | Insuf. | Met | Met | Met | Insuf. | Insuf. | Met | Met | Met | Insuf. |
| Proficiency Denominator | 338 | 3 | 28 | 258 | 40 | 3 | 6 | 251 | 24 | 38 | 4 |
| Proficiency Percent | 12.4 | 0 | 0 | 7.4 | 25.0 | 0 | 0 | 11.2 | 0 | 0.0 | 0 |
| Goal Percent | 53.9 | 41.6 | 77.0 | 37.8 | 46.1 | 53.6 | 63.0 | 42.1 | 34.0 | 30.0 | 93.3 |
| Proficiency Status | Not Met | Insuf. | Insuf. | Not Met | Not Met | Insuf. | Insuf. | Not Met | Insuf. | Not Met | Insuf. |

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| Science | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHT | EDS | LEP | SWD | AIG |
|---------------------------|---------|------|--------|---------|--------|------|--------|---------|--------|--------|--------|
| Participation Denominator | 121 | 0 | 8 | 94 | 18 | 0 | 1 | 86 | 9 | 12 | 1 |
| Participation Percent | 100 | 0 | 0 | 100 | 0 | 0 | 0 | 100 | 0 | 0 | 0 |
| Participation Status | Met | ~ | Insuf. | Met | Insuf. | ~ | Insuf. | Met | Insuf. | Insuf. | Insuf. |
| Proficiency Denominator | 107 | 0 | 8 | 81 | 17 | 0 | 1 | 74 | 8 | 8 | 1 |
| Proficiency Percent | 27.1 | 0 | 0 | 21.0 | 0 | 0 | 0 | 24.3 | 0 | 0 | 0 |
| Goal Percent | 61.8 | 0 | 76.5 | 46.0 | 51.7 | 0 | 71.7 | 50.0 | 33.2 | 36.4 | 94.4 |
| Proficiency Status | Not Met | ~ | Insuf. | Not Met | Insuf. | ~ | Insuf. | Not Met | Insuf. | Insuf. | Insuf. |



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2014-2015 Westerly Hills Academy College & Career Ready and Proficient Data

| School Name | Subject | CCR or GLP | Percent Proficient 2013-2014 | Percent Proficient 2014-2015 |
|------------------------|----------------------|--------------------------|------------------------------|------------------------------|
| Westerly Hills Academy | All EOG Subjects | College and Career Ready | 20.1 | 16.7 |
| Westerly Hills Academy | All EOG Subjects | Grade Level Proficient | 30.1 | 26 |
| Westerly Hills Academy | All EOG/EOC Subjects | College and Career Ready | 20.1 | 16.8 |
| Westerly Hills Academy | All EOG/EOC Subjects | Grade Level Proficient | 30.1 | 26.1 |
| Westerly Hills Academy | EOG Grade 3 | College and Career Ready | 19.7 | 15.4 |
| Westerly Hills Academy | EOG Grade 3 | Grade Level Proficient | 27.4 | 25.7 |
| Westerly Hills Academy | EOG Grade 4 | College and Career Ready | 16 | 12.3 |
| Westerly Hills Academy | EOG Grade 4 | Grade Level Proficient | 23.6 | 18.5 |
| Westerly Hills Academy | EOG Grade 5 | College and Career Ready | 21.6 | 22.4 |
| Westerly Hills Academy | EOG Grade 5 | Grade Level Proficient | 32.1 | 31.8 |
| Westerly Hills Academy | EOG Grade 6 | College and Career Ready | 16.7 | 8.7 |
| Westerly Hills Academy | EOG Grade 6 | Grade Level Proficient | 23.3 | 15.1 |
| Westerly Hills Academy | EOG Grade 7 | College and Career Ready | 26.4 | 23.2 |
| Westerly Hills Academy | EOG Grade 7 | Grade Level Proficient | 42.7 | 32.6 |
| Westerly Hills Academy | EOG Grade 8 | College and Career Ready | 20.5 | 15.5 |
| Westerly Hills Academy | EOG Grade 8 | Grade Level Proficient | 31.8 | 29.2 |
| Westerly Hills Academy | EOG Math Grade 3 | College and Career Ready | 19 | 11.8 |
| Westerly Hills Academy | EOG Math Grade 3 | Grade Level Proficient | 25.9 | 26.5 |
| Westerly Hills Academy | EOG Math Grade 4 | College and Career Ready | 13.2 | 9.6 |
| Westerly Hills Academy | EOG Math Grade 4 | Grade Level Proficient | 18.9 | 15.1 |
| Westerly Hills Academy | EOG Math Grade 5 | College and Career Ready | 16.7 | 18.8 |

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|------------------------|------------------------|--------------------------|------|------|
| Westerly Hills Academy | EOG Math Grade 5 | Grade Level Proficient | 25.9 | 25 |
| Westerly Hills Academy | EOG Math Grade 6 | College and Career Ready | 16 | 4 |
| Westerly Hills Academy | EOG Math Grade 6 | Grade Level Proficient | 18.7 | 9.5 |
| Westerly Hills Academy | EOG Math Grade 7 | College and Career Ready | 14.5 | 20.3 |
| Westerly Hills Academy | EOG Math Grade 7 | Grade Level Proficient | 27.3 | 30.4 |
| Westerly Hills Academy | EOG Math Grade 8 | College and Career Ready | 12.3 | 5.4 |
| Westerly Hills Academy | EOG Math Grade 8 | Grade Level Proficient | 15.4 | 8.9 |
| Westerly Hills Academy | EOG Math Grades 3-8 | College and Career Ready | 15.3 | 12 |
| Westerly Hills Academy | EOG Math Grades 3-8 | Grade Level Proficient | 21.7 | 19.6 |
| Westerly Hills Academy | EOG Reading Grade 3 | College and Career Ready | 20.3 | 19.1 |
| Westerly Hills Academy | EOG Reading Grade 3 | Grade Level Proficient | 28.8 | 25 |
| Westerly Hills Academy | EOG Reading Grade 4 | College and Career Ready | 18.9 | 15.1 |
| Westerly Hills Academy | EOG Reading Grade 4 | Grade Level Proficient | 28.3 | 21.9 |
| Westerly Hills Academy | EOG Reading Grade 5 | College and Career Ready | 16.7 | 17.2 |
| Westerly Hills Academy | EOG Reading Grade 5 | Grade Level Proficient | 27.8 | 29.7 |
| Westerly Hills Academy | EOG Reading Grade 6 | College and Career Ready | 17.3 | 12.7 |
| Westerly Hills Academy | EOG Reading Grade 6 | Grade Level Proficient | 28 | 20.6 |
| Westerly Hills Academy | EOG Reading Grade 7 | College and Career Ready | 38.2 | 26.1 |
| Westerly Hills Academy | EOG Reading Grade 7 | Grade Level Proficient | 58.2 | 34.8 |
| Westerly Hills Academy | EOG Reading Grade 8 | College and Career Ready | 23.1 | 16.1 |
| Westerly Hills Academy | EOG Reading Grade 8 | Grade Level Proficient | 38.5 | 32.1 |
| Westerly Hills Academy | EOG Reading Grades 3-8 | College and Career Ready | 22.2 | 17.8 |
| Westerly Hills Academy | EOG Reading Grades 3-8 | Grade Level Proficient | 34.6 | 27.2 |
| Westerly Hills Academy | EOG Science Grade 5 | College and Career Ready | 31.5 | 31.3 |
| Westerly Hills Academy | EOG Science Grade 5 | Grade Level Proficient | 42.6 | 40.6 |

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|------------------------|------------------------|--------------------------|------|------|
| Westerly Hills Academy | EOG Science Grade 8 | College and Career Ready | 26.2 | 25 |
| Westerly Hills Academy | EOG Science Grade 8 | Grade Level Proficient | 41.5 | 46.4 |
| Westerly Hills Academy | EOG Science Grades 5&8 | College and Career Ready | 28.6 | 28.3 |
| Westerly Hills Academy | EOG Science Grades 5&8 | Grade Level Proficient | 42 | 43.3 |

| North Carolina Teacher Working Condition Survey | Charlotte Mecklenburg District | Westerly Hills Academy |
|--|--------------------------------|------------------------|
| Overall, my school is a good place to work and learn. | 78.7% | 93.5% |
| The faculty works in a school environment that is safe. | 87.4 | 96.9% |
| The faculty and staff have a shared vision. | 77.2% | 96.9% |
| Teachers are held to high professional standards for delivering instruction. | 92.7% | 93.7% |
| Students at this school understand expectations for their conduct. | 77.1% | 90.6 % |
| Parents/guardians support teachers, contributing to their success with students. | 67.3% | 58.1% |
| Community members support teachers, contributing to their success with students. | 79.7% | 93.1 % |
| The community we serve is supportive of this school. | 80.0% | 80.0% |

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Westerly Hills Academy Profile

Westerly Hills is an urban Pre-K - 8 school located in the Westerly Hills' community with approximately 600 students from various backgrounds; 73% African American, 10% Hispanic and 9% Asian, 3% White and 5% multi-racial. Our school operates under a traditional calendar and instructional schedule. We are a Title I school as identified by the federal government. Approximately 95% of our students are on free or reduced lunch. The data shows that 7% of our students are in a stage of homelessness and 7% are students with disabilities (SWD). The 2014-2015 data revealed that 34.6% of our students are proficient in Reading and 21.7 % are proficient in Math. The total school composite showed that 30.1% of our students are proficient. At the start of the 2011-2012 school year, Westerly Hills Academy welcomed the first class of middle school students due to the closing of an area middle school.

The staff at Westerly Hills Academy is composed of 45 teachers. Our system of student-support includes: two guidance counselors (PreK-5 and 6-8), a social worker, Communities in Schools, a speech pathologist, Parent Advocate and A Child's Place advocate. Currently, we have 17 teachers with 0-3 years experience. Remaining staff are highly-qualified and/or have obtained career status. We recognize that special skills are needed in order for our students to thrive in the 21st century. Our goal is for our students to be able to function well in diverse cultural and professional settings in order to take advantage of many career opportunities in the future. The students' curriculum is enriched by the integration of art, music, physical education, reading, and writing across all content areas. Technology is an integral part of the instructional program, with staff utilizing SMART boards, Airliners, mini laptops, and computer based assessments. We are committed to making sure that each student acquires the rich, multifaceted education necessary to be a life-long learner and strong, productive citizen. We believe that each student will succeed and we commit to being instrumental in helping each student achieve his/her goals.

The disaggregation of instructional data and teacher surveys guided our decision to incorporate a Balanced Literacy curriculum aligned with professional development designed to improve the quality of instruction and student engagement. We are emphasizing lesson planning, classroom instruction and delivery, AVID strategies and the integration of technology across the curriculum as the methods to our end of success for all students. Resources such as MAP benchmark assessments, Reading 3-D assessments, AIMS Web progress monitoring, Reading A to Z, Discovery Education, Study Island, and Reading Mastery will be used to establish baseline data, track student progress, and enrich student learning. Title I funds will be used to support our students' academic growth and provide additional professional development for staff to ensure that individual needs are being met.

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Strategic Plan 2018: For a Better Tomorrow

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| <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> | By June 2016, we will increase the overall number of contact hours with students, provided by support staff, during teacher duty-free lunch period for every teacher on a daily basis. |
| Strategic Plan Goal: | Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service |
| Strategic Plan Focus Area: | Focus Areas: Learning everywhere, all the time, Innovation and Entrepreneurship, Strategic School Design |
| Data Used: | Master Schedule |

| Strategies (determined by what data) <ul style="list-style-type: none"> • 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. Grade level teams will have duty free lunch. Support Staff and Lunch Monitor will monitor students in the cafeteria. | Johnson/AP | Support staff and lunch monitor will rotate to monitor and supervise students in the cafeteria to maintain a safe environment. | none | Teachers Counselors BMT/ISS Support Staff Special Staff | October 2015 January 2016 April 2016 |
| 2. School wide implementation of PRIDE standards | PRIDE Committee chair/Ms. Witherspoon | 2. Students internalized processes and procedures as evidenced by implementation of PRIDE standards. 3. Posters are visible throughout the school 4. PRIDE celebrations to acknowledge students for displaying PRIDE in themselves and their community | none | Teachers ISS Support Staff Special Staff | October 2015 January 2016 April 2016 |

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|--|--|---|---------------------|---|--|
| 3. Establish a system to monitor the cafeteria with personnel. | Principal/Asst. Principal Malacy T. Williams Philip Johnson | Monitors on duty during lunch to support students and the duty free lunch rotational plan submitted by teams. <ul style="list-style-type: none">• Hire a monitor• Develop and implement a system of coverage | Per Human Resources | Interview teams comprised of staff members. | October 2015 January 2016 April 2016 |
|--|--|---|---------------------|---|--|

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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. |
| Strategic Plan Focus Area: | Focus Areas: College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps |
| Data Used: | DDI, PLC |

| 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) 5. Interim Dates |
|--|---|---|---|---------------------------|--|
| 1. A forty-five minute enrichment & remediation block for re-teaching and remediation. This block is embedded in the school wide schedule for all teachers and students. Students will re-loop every 4-6 weeks based on data | Principal/Asst. Principal Malacy T. Williams, Philip Johnson | <ul style="list-style-type: none"> Instructional plans that incorporate student academic enrichment and remediation to focus on re-loop and re-teaching for non-mastery of standards. Instructional presentations that utilize total participation strategies Instructional questioning that engages students in rigorous learning and critical thinking | None | All staff | October 2015 January 2016 April 2016 |

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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 Service, Cultural Competency |
| Data Used: | Physical and school safety |

| 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) 6. Interim Dates |
|---|---|--|---|--|--|
| 1. Bully Liaison / Bully-prevention-Red Ribbon Week a. Showcase series of mini lessons designed for the morning announcements b. Implementation of the PRIDE matrix | Counselor/Sonja Glover RTI/MTSS committee/Tyson and Glover | Decrease in bullying behaviors throughout the school as evidenced by a decrease in referrals Decrease in bullying behaviors throughout the school as evidenced by referrals | None none | Counselors Teachers Students Counselors Teachers Students | October 2015 January 2016 April 2016 October 2015 January 2016 April 2016 |

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| 2. Character Education a. Showcase series of mini lessons designed for the morning announcements with focus on positive character traits b. Implementation of the PRIDE matrix | Counselor/ Sonja Glover | Decrease in negative behaviors throughout the school as evidenced by a decrease in referrals | None | Counselors Teachers Students | October 2015 January 2016 April 2016 |
| | RTI/MTSS Committee- Tyson and Glover | Decrease in negative behaviors throughout the school as evidenced by a decrease in referrals | none | Counselors Teachers Students | October 2015 January 2016 April 2016 |
| 3. Healthy Active Child 30 min. a. A daily thirty minute PAT (physical activity time)is embedded in the school wide schedule for all teachers | Principal/Asst. Principal Malacy T. Williams Philip Johnson, AP | Increased physical activity among all students | None | All staff | October 2015 January 2016 April 2016 |
| 4. School Health Team a. A standing committee with scheduled meetings | Principal/ Malacy T. Williams, Nurse Clark | Calendar of events that incorporates healthy activities <ul style="list-style-type: none"> Eat Smart Move More class on Thursday afternoon | None | Gray, Clark, Thompson and staff | October 2015 January 2016 April 2016 |

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| SMART Goal (4): | By June 2016, we will increase literacy proficiency by 10.3 percentage points as measured by End of Grade assessment data. (34.4% to 44.7%) (increase College and Career Ready by 10% 20.1-30.1) |
| 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, retain and reward a premier workforce |
| Strategic Plan Focus Area: | Focus Areas: College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps |
| Data Used: | End of Year test scores, PLC Planning, Data Driven Instruction Meetings |

| 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) 7. Interim Dates |
|--|---|---|---|---------------------------|---|
| DDI (Data Driven Instruction) Data Meetings will be held at each grade level to review assessment results and plan instruction. The focus will be “What do we see?” and “What will we do?” during grade level data team meetings. | Facilitators/ Stefanie McBryde, Doris Chisholm & Phillip Johnson, Tiffani Staton, Kim Smoak Principal/Malacy Williams | Every Thursday, utilize DDI, to focus on assessment and school wide data for re-looping and re-teaching Team minutes indicating team data findings Teacher action plans based on data | No Cost | All certified staff | October 2015 January 2016 April 2016 |

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| | | based on data | | | |
| Utilize WLC Grade level scopes and sequences by content area | Facilitators/ Stefanie McBryde, Doris Chisholm & Kim Smoak | -Grade levels and departments will develop a yearly scope of curriculum -Grade levels and departments will develop quarterly sequences of curriculum | Summer planning (\$20,000) | All certified staff | October 2015 January 2016 April 2016 |
| Implement 45 minutes per classroom daily in grades K-8 of Enrichment/Remediation (ER) for K-4 for all Literacy Learners (Literacy Extension) to individualize reading strategies, provide students with skills to self-select appropriate reading materials, and build students' reading stamina. Grades 5-8 use this time for Reading | Facilitators/ Stefanie McBryde, Doris Chisholm & Kim Smoak | Progress Monitoring Data <ul style="list-style-type: none"> • Observations • Assessments • Data Tracking | No Cost | All Instructional Staff | October 2015 January 2016 April 2016 |

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| and Math for re-looping and re-teaching. | | | | | |
| Utilize school wide reading strategies Balanced Literacy (Words Their Way, Fry's sight words) and math strategies (Problem Solver) to provide hands-on activities for students and increase continuity among classrooms and grade level instructional strategies. | Staff In-service(PD) District-Darla Barker (ongoing classroom support) | | No Cost | All Instructional Staff | October 2015 January 2016 April 2016 |
| Expand professional development focus in Vertical Teams to include the implementation of Data Driven Instructions. | Facilitators/ Stefanie McBryde, Doris Chisholm & PDF/Principal/Malacy Williams | Book study with Leverage Leadership | | Facilitators | October 2015 January 2016 April 2016 |
| Provide focused feedback from all observations to support effective implementation of instructional best practices. | Principal/Malacy Williams | <ul style="list-style-type: none"> Google Learning Walk template Google Responds Tracker Teacher to Teacher feedback forms Learning Walk Schedule | | All staff | October 2015 January 2016 April 2016 |

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| Implement the RtI model school wide | RtI/ MTSS Committee/ Tyson and Sonya Glover-Counselors | <ul style="list-style-type: none">• Monthly tier 1 “village team” meetings with all PLC’s ;<ul style="list-style-type: none">• Classroom supports through Village Team Roundtable discussions• Instructional support through school wide tutoring of tier 2 & 3 students.• Quarterly work sessions for the Learning Lab selection process at grade level meetings.• Implement Learning Lab Data Student Trackers• DDI – Tracker for ER | | All staff | October 2015 January 2016 April 2016 |
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| SMART Goal (5): | By June 2016, we will increase math proficiency by 12.3 percentage points as measured by the End of Grade data. (21.49 to 33.79) (increase College and Career Ready by 10% 20.1-30.1) |
| Strategic Plan Goal: | Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready. |
| Strategic Plan Focus Area: | Focus Areas: College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps |
| Data Used: | End of Year test scores |

| 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 |
|---|--|---|---|---------------------------|--|
| Establish a culture of college and career ready by implementing AVID strategies. -Develop school wide committee for AVID. Committee will determine school wide goals and professional development. | Ms. Ruch/AVID teacher, AVID committee | College Bulletin Board, AVID elective class, AVID school wide PD, Notebook organization | none | Ms. Ruch, AVID committee | October 2015 January 2016 April 2016 |
| Data Meetings will be held at each grade level to review assessment results and plan instruction. The focus will be | Academic Facilitator/ Stephanie McBryde & | <ul style="list-style-type: none"> Meet every Thursday Team minutes indicating team data findings | | All certified staff | October 2015 January 2016 |

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| "What do we see?" and "What will we do?" during grade level data team meetings. | Tiffani Staton, Philip Johnson, Kim Smoak Principal, Malacy Williams | <ul style="list-style-type: none"> Teacher action plans based on data Student goal setting based on data | | | April 2016 |
| Use grade level scopes and sequences by content area to develop effective lesson plans, teachers will plan twice a week with support staff | Academic Facilitator/ Stefanie McBryde & Doris Chisholm, Kim Smoak, Tiffani Staton, Philip Johnson | <ul style="list-style-type: none"> Grade levels and departments will develop a yearly scope of curriculum Grade levels and departments will develop quarterly sequences of curriculum | | All certified staff | October 2014 January 2015 April 2015 |
| Continue professional development to focus on Vertical Team's implementation of balanced literacy. | Academic Facilitator/Stefanie McBryde Principal, Malacy Williams | <ul style="list-style-type: none"> Alignment of math strategies across levels. (k-2, 3-5, & 6-8) Word work Reading in Content Area | | All certified staff | October 2014 January 2015 April 2015 |
| Expand professional development focus in utilizing data to drive instruction through DDI Model | Facilitators/Stefanie McBryde, Doris Chisholm & Tiffani Staton, Kim Smoak, Philip Johnson Principal/Malacy | Leverage Leadership Book, Data Driven Instruction book | | All certified staff | October 2014 January 2015 April 2015 |

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| | Williams | | | | |
| Implement the Rtl model school wide | Rtl Committee/ Tasha Tyson and Sonya Glover-Chairs | <ul style="list-style-type: none"> • Instructional support through school wide tutoring of tier 2 & 3 students. • Classroom supports through Village Team Roundtable discussions. | | All staff | October 2014 January 2015 April 2015 |
| 1. Provide focused feedback from all observations to support effective implementation of instructional best practices. | Principal/ Malacy Williams, Facilitators, Dean/AP | <ul style="list-style-type: none"> • Google Learning Walk template • Google Responds Tracker • Teacher to Teacher feedback forms • Learning Walk Schedule | | All staff | October 2014 January 2015 April 2015 |
| 2. Intervention Team use of Rtl | Rtl Committee/ Tasha Tyson, Sonya Glover-Chairs | <p>Monthly tier 1 "village team" meetings with all PLC's.</p> <p>Classroom supports through Village Team Roundtable discussions</p> <p>Instructional support</p> | | All staff | October 2014 January 2015 April 2015 |

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| | | <p>through school wide tutoring of tier 2 & 3 students.</p> <p>Quarterly work sessions for the Learning Lab selection process at grade level meetings.</p> <p>Implement Learning Lab Data Student Trackers</p> | | | |
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Mastery Grading Procedures Plan – Required for All Schools

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| 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 | | | | |
| Navigator Pathway: | <input type="checkbox"/> Enter Kindergarten ready | <input type="checkbox"/> Advanced Reading in K-2 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 | |
| | <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5 | <input type="checkbox"/> Successful completion of Math I in grade 9 | <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam | <input type="checkbox"/> Score 1550 on SAT or 22 on ACT | |
| Data Used: | | | | | |
| Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) | Point Person (title/name) | Evidence of Success (Student Impact) | Funding (estimated cost / source) | Personnel Involved | Timeline (Start—End) 5. Interim Dates |
| 1. Common assessments will be used to determine areas of strengths/needs <ul style="list-style-type: none"> • Pre & post assessments are created in MasteryConnect and SchoolNet are aligned to the standards. • MAPs assessments, Reading. 3-D, Learning Checks and WLC Quarterly Assessments are used as checkpoints for objectives | Facilitators/Stefani e McBryde, Doris Chisholm, Kim Smoak | <ul style="list-style-type: none"> • Student mastery of concepts • Student growth in content area • Student acquisition of skills | | Classroom Teachers | October 2015 January 2016 April 2016 |
| 2. Data disaggregation on DDI days-Thursday's <ul style="list-style-type: none"> • Processes for monitoring student achievement/growth • Vertical meeting with grade level for planning for Enrichment/Remediation | Facilitators/Stefani e McBryde, Doris Chisholm, Kim Smoak Principal, Malacy T. Williams Assistant Principal, Philip Johnson | <ul style="list-style-type: none"> • Student mastery of concepts • Student growth in content area • Student acquisition of skills | | Classroom Teachers | October 2015 January 2016 April 2016 |

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| | | <ul style="list-style-type: none"> Flexible groups for instruction for direct instruction | | | |
| 3. Flexible grouping <ul style="list-style-type: none"> Processes for grouping students according to academic needs Learning Labs Enrichment/Remediation | Facilitators/Doris Chisholm Assistants/ N. DeShields & Ms. Long & Ms. Sellars | <ul style="list-style-type: none"> Student mastery of concepts Student growth in content area Student acquisition of skills | | Classroom Teachers | October 2015 January 2016 April 2016 |
| 3. Processes for student achievement and responsibility for late assignments. <ul style="list-style-type: none"> Students are expected to turn work in on assigned due dates for grading purposes. Work that is not turned in on the due date will be given reduction in points. Teachers/Schools will determine a final deadline to accept all work before the grading period ends. If no work is received on or before the final deadline date, the grade will be a fifty percent (50%). When a student misses a graded assignment, due | Facilitators/PDF-TBA teachers | <ul style="list-style-type: none"> Student mastery of concepts Student growth in content area Student acquisition of skills | | Classroom Teachers | October 2015 January 2016 April 2016 |

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| to sickness, a school-based event, suspension or any other excused or approved absence, the student will be allowed to make up the work with no late penalty. At a minimum, the student will be given the total number of days he/she was absent plus one additional day to make up the assignment for full credit. It is the student's responsibility to communicate with his/her teacher regarding makeup work. | | | | | |
| 5. Additional Learning Opportunities a. Learning Labs b. Enrichment/Remediation | Facilitators/Doris Chisholm Assistants/ Ms. Deshields & Philip Johnson | <ul style="list-style-type: none">• Student mastery of concepts• Student growth in content area• Student acquisition of skills | | Classroom Teachers | October 2015 January 2016 April 2016 |

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| 6. Grade Reporting | Facilitators/Kim Smoak, Tiffani Staton, teachers | <ul style="list-style-type: none">• Student mastery of concepts• Student growth in content area• Student acquisition of skills | | Classroom Teachers | October 2015 January 2016 April 2016 |
|--------------------|--|--|--|--------------------|--|

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Westerly Hills Academy - 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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| Committee Position | Name | Signature | Date |
|------------------------------------|--------------------------------------|-----------------------------|----------|
| Principal | Malacy T. Williams | <i>Malacy Williams</i> | |
| Assistant Principal Representative | Dr. Phillip Johnson | <i>Dr. Phillip Johnson</i> | 10-12-15 |
| Dean Representative | Tiffani Staton | <i>Tiffani Staton</i> | 10-12-15 |
| Inst. Support Representative | Stefanie McBryde | <i>Stefanie McBryde</i> | 10/12/15 |
| Teacher Representative | Nkeemah Johnson | <i>Nkeemah Johnson</i> | 10/12/15 |
| Teacher Representative | Tiffany Lyles-4th | <i>Tiffany Lyles</i> | 10/12/15 |
| Teacher Representative | Jared Thompson— Elective/Specials | <i>Jared Thompson</i> | 10/12/15 |
| Teacher Representative | Joyce Bess | <i>Joyce Bess</i> | 10/12/15 |
| Teacher Representative | Cheryl Evans-1st | <i>Cheryl Evans</i> | 10/12/15 |
| Teacher Representative | Lynnetta Witherspoon 5 th | <i>Lynnetta Witherspoon</i> | 10/12/15 |
| Teacher Representative | Michelle Massie-PK | <i>Michelle Massie</i> | 10/14/15 |
| Parent Representative | Danyeal Morrison-K | <i>Danyeal Morrison</i> | |
| Parent Representative | Sonja Glover | <i>Sonja Glover</i> | 10/12/15 |

Regina Meeks
Auset Ari
Akeah C. Hill
Rodrin B. Spello
 Every Child. Every Day. For a Better Tomorrow.
LeShawn Starling
Danyeal Morrison

R. Meeks
A. Ari
A. Hill
R. Spello
L. Starling
D. Morrison

10/12/15
 10/12/15
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 10/12/15

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