

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.

Draft Due: September 28, 2015

Final Copy Due: October 26, 2015

| West Mecklenburg HS Contact Information | | | |
|---|------------------------------|------------------------|--------------|
| School: | West Mecklenburg High School | Courier Number: | 579 |
| Address: | 7400 Tuckaseegee Road | Phone Number: | 980-343-6080 |
| | Charlotte, NC 28214 | Fax Number: | 980-343-6079 |



2015-2016 West Mecklenburg HS School Improvement Plan Report

| | | | |
|---------------------------|-------------------------|------------------------|---|
| Learning Community | West Learning Community | School Website: | http://schools.cms.k12.nc.us/westmecklenburgHS |
|---------------------------|-------------------------|------------------------|---|

| | |
|---|-------------|
| Principal: | Casey Jones |
| Learning Community Superintendent: | Paul Pratt |

West Mecklenburg HS 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 | Casey Jones | Casey1.jones@cms.k12.nc.us | Sept '15 |
| Assistant Principal Representative | Tonya Benson | Tonyam.benson@cms.k12.nc.us | Sept '15 |
| Dean of Students Representative | Sara Doggett | Melanee.smith@cms.k12.nc.us | Sept '15 |
| Teacher Representative | Christopher Moore | Waheebah.aluqdah@cms.k12.nc.us | Sept '15 |

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| | | | |
|----------------------------------|--------------------------|--|----------|
| Teacher Representative | Mia Ross | Odessia.gadsden@cms.k12.nc.us | Sept '15 |
| Teacher Representative | Mauricio Restrepo | Nichole.goodman@cms.k12.nc.us | 13/14 |
| Teacher Representative | Lindsey Smith | Shawne.hammett@cms.k12.nc.us | 12/13 |
| Teacher Representative | John Stewart | Mia.ross@cms.k12.nc.us | 12/13 |
| Student Support Representative | Jessica Smith | Christoper.moore@cms.k12.nc.us | 13/14 |
| Inst. Support Representative | Tracy Forst | Mauricio.restrepo@cms.k12.nc.us | Sept '15 |
| Teacher Assistant Representative | Jaqueline Sherrod | Wesley.riddle@cms.k12.nc.us | Sept '15 |
| Teacher Assistant Representative | Katy Dobry | Lindsey.smith@cms.k12.nc.us | Sept '15 |
| Parent Representative | Christine Clark | Johnl.stewart@cms.k12.nc.us | Sept '15 |
| District Representative | Kendra Woods | Marina.leonidas@cms.k12.nc.us | 12/13 |



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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: West Mecklenburg High School seeks to provide students with the opportunity to complete high school and prepare for post-secondary education. The staff at West Mecklenburg High School views their roles as vital in providing students with a challenging academic environment preparing them for success in academic and real life situations upon completion of high school.

Mission Statement

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

School: 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

West Mecklenburg HS Shared Beliefs

- To unite a community of learners intent on pursuing academic and career aspirations
- To provide students with a solid academic foundation.
- To help students prepare for a career and/or entrance to college.
- To provide students the support services needed to be successful in high school, college and careers.
- To promote a culture where teamwork, resilience and innovation are displayed by the WM community

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- To assist students to become self-directed and to become responsible for their education.
- To help students to understand the connection between school, work, college and career choices

West Mecklenburg HS 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 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.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- West Meck HS will maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career- ready

West Mecklenburg HS Assessment Data Snapshot

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| Reading | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHITE | EDS | LEP | SWD | AIG |
|---------------------------|---------|--------|--------|---------|---------|--------|---------|---------|---------|---------|--------|
| Participation Denominator | 507 | 3 | 28 | 322 | 91 | 20 | 43 | 233 | 30 | 64 | 15 |
| Participation Percent | 96 | 0 | 0 | 98 | 91 | 0 | 95 | 95 | 93 | 94 | 0 |
| Participation Status | Met | Insuf. | Insuf. | Met | Not Met | Insuf. | Met | Met | Not Met | Not Met | Insuf. |
| Proficiency Denominator | 428 | 3 | 24 | 278 | 71 | 13 | 39 | 192 | 21 | 55 | 15 |
| Proficiency Percent | 27.8 | 0 | 0 | 21.9 | 36.6 | 0 | 48.7 | 21.9 | 0 | 1.8 | 0 |
| Goal Percent | 61.9 | 48.6 | 71.7 | 46.6 | 52.7 | 64.0 | 71.0 | 48.8 | 24.0 | 31.2 | 94.2 |
| Proficiency Status | Not Met | Insuf. | Insuf. | Not Met | Not Met | Insuf. | Not Met | Not Met | Insuf. | Not Met | Insuf. |

| Math | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHITE | EDS | LEP | SWD | AIG |
|---------------------------|------|--------|--------|------|---------|--------|-------|------|---------|---------|--------|
| Participation Denominator | 507 | 3 | 28 | 322 | 91 | 20 | 43 | 233 | 30 | 64 | 15 |
| Participation Percent | 96 | 0 | 0 | 97 | 92 | 0 | 95 | 97 | 87 | 94 | 0 |
| Participation Status | Met | Insuf. | Insuf. | Met | Not Met | Insuf. | Met | Met | Not Met | Not Met | Insuf. |
| Proficiency Denominator | 415 | 3 | 25 | 264 | 71 | 14 | 38 | 187 | 18 | 55 | 14 |
| Proficiency Percent | 20.7 | 0 | 0 | 14.8 | 31.0 | 0 | 31.6 | 20.9 | 0 | 5.5 | 0 |
| Goal Percent | 50.8 | 43.3 | 70.4 | 36.4 | 43.7 | 50.5 | 58.8 | 39.6 | 24.3 | 27.7 | 85.8 |
| Proficiency Status | Not | Insuf. | Insuf. | Not | Not | Insuf. | Not | Not | Insuf. | Not | Insuf. |

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| | | | | | | | | | | | |
|--|-----|--|--|-----|-----|--|-----|-----|--|-----|--|
| | Met | | | Met | Met | | Met | Met | | Met | |
|--|-----|--|--|-----|-----|--|-----|-----|--|-----|--|

| Science | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHITE | EDS | LEP | SWD | AIG |
|---------------------------|---------|--------|--------|---------|--------|--------|---------|---------|--------|--------|--------|
| Participation Denominator | 395 | 3 | 19 | 247 | 77 | 11 | 38 | 169 | 18 | 32 | 19 |
| Participation Percent | 96 | 0 | 0 | 96 | 96 | 0 | 97 | 98 | 0 | 100 | 0 |
| Participation Status | Met | Insuf. | Insuf. | Met | Met | Insuf. | Met | Met | Insuf. | Met | Insuf. |
| Proficiency Denominator | 330 | 3 | 17 | 201 | 64 | 11 | 34 | 140 | 10 | 28 | 19 |
| Proficiency Percent | 33.6 | 0 | 0 | 26.4 | 46.9 | 0 | 52.9 | 30.7 | 0 | 0 | 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 | Met/CI | Insuf. | Not Met | Not Met | Insuf. | Insuf. | Insuf. |

| Current Year EOC | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHITE | EDS | LEP | SWD | AIG |
|---------------------------|------|------|------|------|------|------|-------|-----|-----|-----|-----|
| Participation Denominator | 1546 | 8 | 65 | 988 | 312 | 51 | 122 | 747 | 126 | 178 | 29 |
| Participation Percent | 95 | 0 | 94 | 96 | 90 | 90 | 93 | 93 | 83 | 94 | 0 |

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|----------------------|-----|--------|---------|-----|---------|---------|---------|---------|---------|---------|--------|
| Participation Status | Met | Insuf. | Not Met | Met | Not Met | Not Met | Not Met | Not Met | Not Met | Not Met | Insuf. |
|----------------------|-----|--------|---------|-----|---------|---------|---------|---------|---------|---------|--------|

| ACT | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHT | EDS | LEP | SWD | AIG |
|---------------------------|---------|--------|--------|---------|---------|--------|---------|---------|--------|---------|--------|
| Participation Denominator | 411 | 3 | 19 | 253 | 81 | 11 | 44 | 177 | 18 | 32 | 20 |
| Participation Percent | 93 | 0 | 0 | 96 | 85 | 0 | 89 | 92 | 0 | 94 | 0 |
| Participation Status | Not Met | Insuf. | Insuf. | Met | Not Met | Insuf. | Not Met | Not Met | Insuf. | Not Met | Insuf. |
| Proficiency Denominator | 360 | 3 | 19 | 228 | 64 | 9 | 37 | 151 | 11 | 21 | 18 |
| Proficiency Percent | 23.1 | 0 | 0 | 17.5 | 26.6 | 0 | 43.2 | 18.5 | 0 | 0 | 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 | Not Met | Insuf. | Not Met | Not Met | Insuf. | Insuf. | Insuf. |

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| ACT WorkKeys | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHTC | EDS | LEP | SWD | AIG |
|---------------------------|---------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Participation Denominator | 42 | 0 | 2 | 26 | 7 | 2 | 5 | 13 | 2 | 2 | 1 |
| Participation Percent | 76 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Participation Status | Not Met | ~ | Insuf. | Insuf. | Insuf. | Insuf. | Insuf. | Insuf. | Insuf. | Insuf. | Insuf. |
| Proficiency Denominator | 32 | 0 | 2 | 18 | 6 | 2 | 4 | 7 | 2 | 1 | 1 |
| Proficiency Percent | 81.3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Goal Percent | 73.9 | 0 | 79.2 | 60.4 | 72.2 | 73.9 | 80.5 | 66.3 | 32.7 | 43.7 | 95.0 |
| Proficiency Status | Met | ~ | Insuf. | Insuf. | Insuf. | Insuf. | Insuf. | Insuf. | Insuf. | Insuf. | Insuf. |

| Math Course Rigor | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHTC | EDS | LEP | SWD | AIG |
|-------------------------|------|--------|--------|------|-------|--------|-------|------|--------|--------|--------|
| Proficiency Denominator | 393 | 1 | 28 | 254 | 64 | 15 | 31 | 146 | 17 | 16 | 9 |
| Proficiency Percent | 97.7 | 0 | 0 | 96.5 | 100.0 | 0 | 100.0 | 96.6 | 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 | Met | Insuf. | Met | Met | Insuf. | Insuf. | Insuf. |

| Graduation Rate | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHTC | EDS | LEP | SWD | AIG |
|-------------------|------|--------|------|------|---------|--------|------|------|--------|------|--------|
| Standard (4-Year) | 84.1 | 0 | 90.3 | 88.7 | 73.9 | 0 | 68.3 | 76.8 | 0 | 65.7 | 0 |
| Extended (5-Year) | 87.6 | 0 | 90.3 | 91.0 | 73.8 | 0 | 82.2 | 88.6 | 0 | 85.7 | 0 |
| Status | Met | Insuf. | Met | Met | Not Met | Insuf. | Met | Met | Insuf. | Met | Insuf. |

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| West Mecklenburg High School | | | | | | | | | |
|------------------------------|------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| Assessment | Subgroup | 2014-2015 | | 2013-2014 | | 2012-2013 | | 2011-2012 | |
| | | % GLP | % CCR | % GLP | % CCR | % GLP | % CCR | % GLP | % CCR |
| EOC Biology | All | 36.7 | 26.2 | 50.1 | 36.8 | | 30.2 | | 76.7 |
| | African American | 30.7 | 19 | 44.2 | 32.3 | | 24.2 | | 74.7 |
| | American Indian | 33.3 | 33.3 | 0 | 0 | | 0 | | 66.7 |
| | Asian | 70 | 65 | 42.1 | 31.6 | | 25 | | 74.3 |
| | Hispanic | 40.9 | 30.7 | 64.6 | 47.7 | | 35.1 | | 78.6 |
| | More Than One | 40 | 26.7 | 54.5 | 45.5 | | 58.8 | | 75 |
| | Pacific Islander | | | | | | 0 | | |
| | White | 53.3 | 48.9 | 70.8 | 50 | | 53.1 | | 90.7 |
| | EDS | 31.7 | 21.6 | 48.2 | 36 | | 30.8 | | 74.5 |
| | LEP | 26.3 | 10.5 | 36.8 | 10.5 | | 12.5 | | 48.7 |
| | SWD | 21.7 | 8.7 | 17.4 | 13 | | 20 | | 64.7 |
| | AIG | 76.9 | 69.2 | 76.2 | 61.9 | | | | |
| | All | 36.7 | 26.2 | 50.1 | 36.8 | | 30.2 | | 76.7 |
| EOC English I | All | | | | | | | | 68.7 |
| | African American | | | | | | | | 65.1 |

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|----------------|------------------|------|------|------|------|--|------|------|
| | American Indian | | | | | | | 50 |
| | Asian | | | | | | | 68.8 |
| | Hispanic | | | | | | | 74.7 |
| | More Than One | | | | | | | 81.3 |
| | Pacific Islander | | | | | | | 100 |
| | White | | | | | | | 77.1 |
| | EDS | | | | | | | 68 |
| | LEP | | | | | | | 51.6 |
| | SWD | | | | | | | 25.4 |
| | All | | | | | | | 68.7 |
| EOC English II | All | 40 | 26.7 | 40.9 | 29.3 | | 37.8 | |
| | African American | 34.3 | 20.2 | 35 | 23.7 | | 34.3 | |
| | American Indian | 66.7 | 33.3 | 40 | 40 | | 100 | |
| | Asian | 54.2 | 37.5 | 42.9 | 38.1 | | 34.4 | |
| | Hispanic | 44.7 | 37.2 | 47.7 | 32.6 | | 41.2 | |
| | More Than One | 47.1 | 29.4 | 76.9 | 69.2 | | 64.7 | |
| | Pacific Islander | | | | | | 0 | |
| | White | 62.8 | 48.8 | 57.1 | 44.9 | | 47.3 | |
| | EDS | 36 | 20.9 | 38.2 | 27.7 | | 36.4 | |
| | LEP | 3.1 | 3.1 | 8 | 4 | | 5.7 | |
| | SWD | 4.4 | 2.9 | 5.8 | 3.8 | | 7.7 | |

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|---------------|------------------|------|------|------|------|--|------|--|------|
| | AIG | 93.3 | 80 | 91.3 | 78.3 | | | | |
| | All | 40 | 26.7 | 40.9 | 29.3 | | 37.8 | | |
| EOC Math I | All | 22 | 12.6 | 30.3 | 19.1 | | 16.2 | | 58.7 |
| | African American | 19.2 | 9.3 | 24.3 | 13.7 | | 12.8 | | 56 |
| | American Indian | 25 | 0 | 0 | 0 | | 0 | | 100 |
| | Asian | 45 | 40 | 66.7 | 45.8 | | 15 | | 67.9 |
| | Hispanic | 24 | 16.3 | 37 | 26.1 | | 14.7 | | 53.5 |
| | More Than One | 5.9 | 5.9 | 53.8 | 30.8 | | 21.4 | | 83.3 |
| | Pacific Islander | | | | | | | | 100 |
| | White | 37.5 | 22.5 | 35.7 | 28.6 | | 45.1 | | 73.2 |
| | EDS | 18.9 | 9.9 | 29.2 | 19.3 | | 13.8 | | 57 |
| | LEP | 5.9 | 2 | 18.2 | 9.1 | | 5.1 | | 48.7 |
| | SWD | 1.4 | 0 | 4.9 | 4.9 | | 1.5 | | 26.8 |
| | AIG | 91.7 | 83.3 | 100 | 92.3 | | | | |
| | All | 22 | 12.6 | 30.3 | 19.1 | | 16.2 | | 58.7 |
| | All | 32.3 | 21.3 | 39.2 | 27.4 | | 27.6 | | 67.6 |
| EOC Composite | African American | 27.6 | 15.8 | 33.3 | 22 | | 23.2 | | 64.7 |
| | American Indian | 40 | 20 | 25 | 25 | | 12.5 | | 71.4 |
| | Asian | 56.3 | 46.9 | 51.6 | 39.1 | | 26.3 | | 70.5 |
| | Hispanic | 35 | 26.7 | 48.1 | 34.2 | | 28.7 | | 68.1 |
| | More Than One | 30.6 | 20.4 | 62.2 | 48.6 | | 50 | | 80.4 |

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|------------------|------------------|------|------|------|------|--|------|--|------|
| | Pacific Islander | | | | | | 0 | | 100 |
| | White | 51.6 | 40.6 | 52.2 | 40 | | 48.4 | | 80.3 |
| | EDS | 27.8 | 16.6 | 37.1 | 26.4 | | 26.3 | | 66 |
| | LEP | 8.8 | 3.9 | 19.5 | 7.8 | | 6.8 | | 49.7 |
| | SWD | 7.5 | 3.2 | 7.4 | 5.9 | | 7.9 | | 37 |
| | AIG | 87.5 | 77.5 | 87.7 | 75.4 | | | | |
| | All | 32.3 | 21.3 | 39.2 | 27.4 | | 27.6 | | 67.6 |
| School Composite | All | 32.3 | 21.3 | 39.2 | 27.4 | | 27.6 | | 67.6 |
| | African American | 27.6 | 15.8 | 33.3 | 22 | | 23.2 | | 64.7 |
| | American Indian | 40 | 20 | 25 | 25 | | 12.5 | | 71.4 |
| | Asian | 56.3 | 46.9 | 51.6 | 39.1 | | 26.3 | | 70.5 |
| | Hispanic | 35 | 26.7 | 48.1 | 34.2 | | 28.7 | | 68.1 |
| | More Than One | 30.6 | 20.4 | 62.2 | 48.6 | | 50 | | 80.4 |
| | Pacific Islander | | | | | | 0 | | 100 |
| | White | 51.6 | 40.6 | 52.2 | 40 | | 48.4 | | 80.3 |
| | EDS | 27.8 | 16.6 | 37.1 | 26.4 | | 26.3 | | 66 |
| | LEP | 8.8 | 3.9 | 19.5 | 7.8 | | 6.8 | | 49.7 |
| | SWD | 7.5 | 3.2 | 7.4 | 5.9 | | 7.9 | | 37 |
| | AIG | 87.5 | 77.5 | 87.7 | 75.4 | | | | |
| | All | 32.3 | 21.3 | 39.2 | 27.4 | | 27.6 | | 67.6 |

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North Carolina Department of Public Instruction

Report: School Accountability Growth
Year: 2015

School: West Mecklenburg High
District: Charlotte-Mecklenburg Schools

| School Accountability Growth Estimates | | | | | | |
|--|-------|-----------------------|-------|-------------------------|-------|-------------------------|
| School Accountability Growth Type | 2015 | | 2014 | | 2013 | |
| | Index | Level | Index | Level | Index | Level |
| Overall | -1.99 | Meets Expected Growth | 4.05 | Exceeds Expected Growth | 5.25 | Exceeds Expected Growth |

The index value is the growth measure divided by its standard error, and it provides a signal as to whether the progress estimate is significantly different from the expected growth. The index value also standardizes growth measures across different models, subjects, grades and/or years for a more equitable comparison than the growth measure alone.

What is included in a school accountability growth estimate?

NC DPI Policy

School-wide Accountability Growth composites are scores that represent growth at the school level. The table above reports the 2014-15 School-wide Accountability Growth composite. The end-of-grade and end-of-course assessments administered in the school are used to calculate the composite. Below is a table that shows the assessments included in the composite for this school.

| Descriptions of School Accountability Growth Types | | |
|--|---------------------------------------|-----------------------------|
| School Accountability Growth Type | School Accountability Growth Includes | |
| | Test | Subject |
| Overall | EOC | Math I, Biology, English II |

Rules for Effectiveness Level Determination

Exceeds Expected Growth: Significant evidence that the school's students made more progress than the Growth Standard (the school's index is 2 or greater)

Meets Expected Growth: Evidence that the school's students made progress similar to the Growth Standard (the school's index is between -2 and 2)

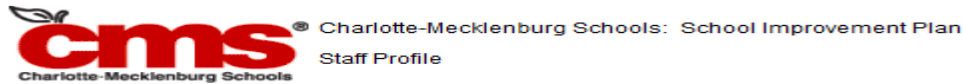
Does Not Meet Expected Growth: Significant evidence that the school's students made less progress than the Growth Standard (the school's index is less than -2)

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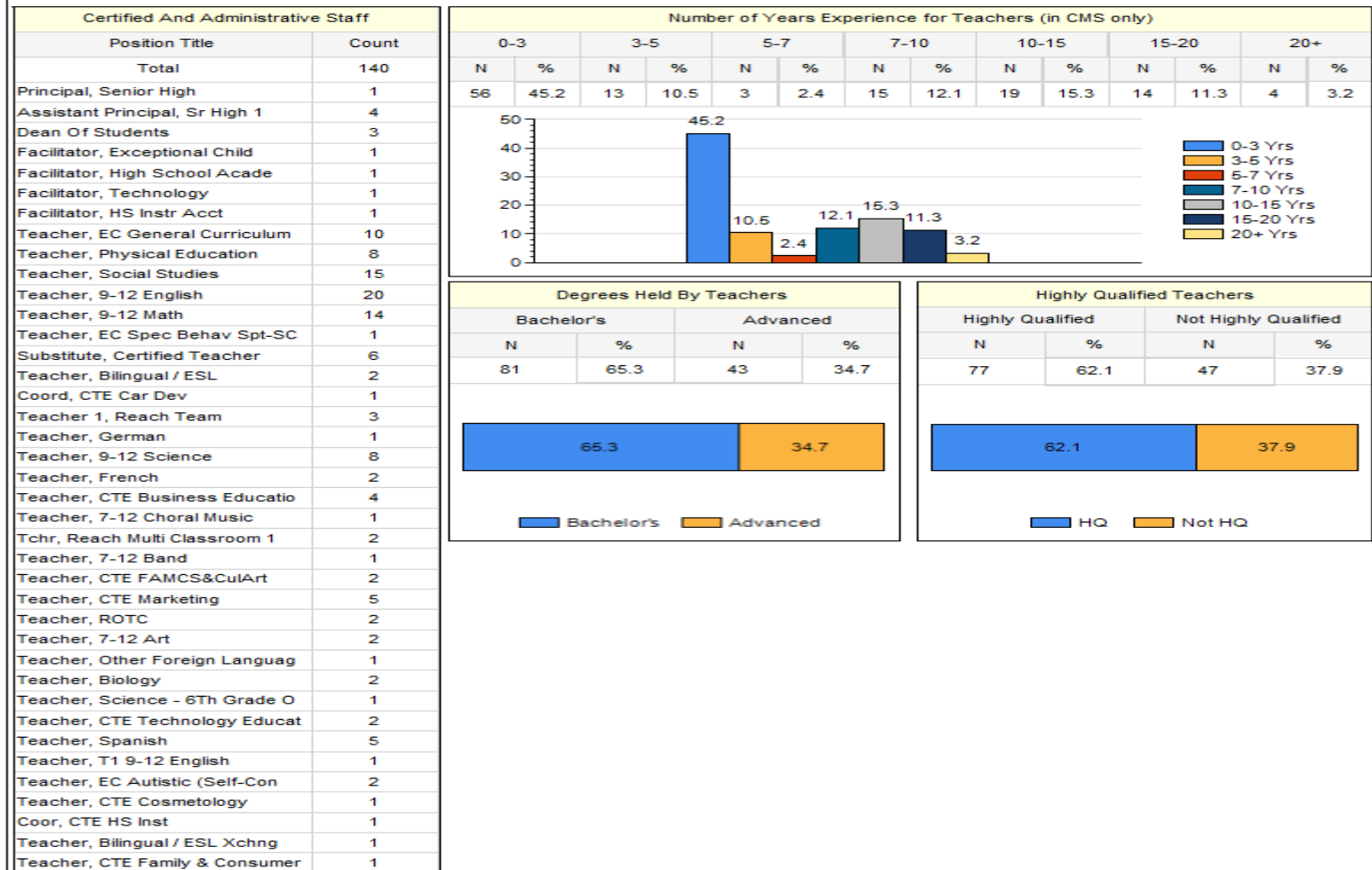
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West Mecklenburg High





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West Mecklenburg HS Profile

SCHOOL PROFILE

West Mecklenburg High School currently serves 2,057 students. Of the total enrollment, 63 percent are African-American, 4.7 percent are Asian, 7.5 percent identify as multi-racial, 14.1 percent is Native American and 10 percent are White. West Meck also has a significant Hispanic population with 21.7 percent of students identifying in that group. At the start of the 2015-16 school year, 2.6 percent of students were labeled as Gifted and Talented, 12.2 percent have been classified as having a learning disability, and 7.2 percent classified as Limited English Proficient. At the end of the 2014-15 school year, 74.8 percent of students received free or reduced lunch. West Meck qualified for universal breakfast and lunch in the 2014-15 and this is the second year that West Meck qualified for universal free breakfast and lunch under the Community Eligibility Provision Program. Schools that participate in the CEP are able to provide healthy breakfast and lunches each day at no charge for all students enrolled in a CEP school. Economically disadvantaged students constitute the majority of West Mecklenburg's total school enrollment. A large portion of West Mecklenburg's staff development, teaching strategies, and reform efforts target these populations. Specifically, West Meck is an AVID certified school which means that there are deliberate schoolwide practices in place to support students in their journey to graduation and college.

Students that attend West Mecklenburg High School come from the western part of Charlotte which contains a rich history and culture. All schools in our feeder pattern (Coulwood Middle School, Whitewater Middle School, Ranson Middle School and Berryhill Academy) are Title I schools. Incoming freshman students in the 2015 school year who received a level 1 or 2 on their 8th Grade EOG represented 77% of the class in Reading and 85% of the class in Math. In the past five year

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West Mecklenburg High School has experienced a series of successes. Since 2010, our student graduation rate has increased from 64.1% to 84.1 in 2015. In addition the community has experienced a decrease in out of school suspensions (OSS) which has decreased instructional seat time loss for students going from 30.4% in 2010 to 17.5% in 2015. The communities' work has supported overall improvement in EOC performance since 2012 resulting in 5% increase in overall composite grade level proficiency.

West Mecklenburg High School has a commitment to ensure high levels of learning for all students. Recruiting and retaining highly effective teachers is a critical component for providing students with quality instruction. We will look at current hiring and placement practices to ensure that teacher candidates are selected and assigned based on student achievement data and predictor criteria. Retention strategies in the past included providing opportunities for salary compensation such as involvement in TIF-LEAP and future Pay for Performance incentives funded by the School Improvement Grant (SIG). Currently, almost 45% of teachers at West Meck have taught 0-3 years. There is a new push in 2015 to develop and retain high quality teachers. To create a rich and supportive work environment, there will be an increase in administrative support. Staff members will be assigned an assistant principal, facilitator, or coach and department chair to serve as a main conduit to information surrounding administrative decisions, staff celebrations, and suggested school improvement. Teachers will be involved in mentoring by formal and informal means to increase retention and teacher performance. Academic Facilitators, department chairs and instructional coaches will facilitate professional development and instructional coaching during common planning times where teachers connect what they teach to improving overall student achievement. We will offer on-going, job-embedded professional development opportunities in diverse instructional strategies, technology, and data analysis to support teaching and learning. To maintain relevancy, we



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will continually evaluate the effectiveness of our recruitment, retention and professional development plans. Several unique learning possibilities exist for students at West Mecklenburg. Each year the school receives funding for extended day programs that provide opportunities for credit recovery and additional instructional support. In the past, extended day funds have been used to hire highly qualified staff to provide instruction to students in a tutorial setting beyond the regularly scheduled school day. These funds also have been used to renew the site license and to purchase additional ports for the Edgenuity program. Through the use of Edgenuity as a means of credit mastery and other reform efforts, West Mecklenburg experienced a four-year graduation rate of 85% for the 2014-15 school year.

Strategic Plan 2018: For a Better Tomorrow

Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready

Four focus areas:

- I. College- and career-readiness
- II. Academic growth/high academic achievement
- III. Access to rigor
- IV. Closing achievement gaps

Goal 2: Recruit, develop, retain and reward a premier workforce

Five focus areas:

- I. Proactive recruitment
- II. Individualized professional development
- III. Retention/quality appraisals
- IV. Multiple career pathways
- V. Leadership development

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

Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service

Five focus areas:

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| Three focus areas: <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development | <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service |
| Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems Four focus areas: <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement | Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign Four focus areas: <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools |



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| SMART Goal (1): Duty Free Lunch for Teachers | Provide a duty-free lunch period for every teacher on a daily basis. |
| Strategic Plan Goal: | Recruit, develop and retain a premier workforce |
| Strategic Plan Focus Area: | Retention |
| Data Used: | 2014 NC Teacher Working Conditions Survey; 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. Develop duty roster that protects teacher lunch as well as maintains appropriate level of supervision. | Darrell Potts | Minimal safety disruptions at common times and in common areas as well as staff satisfaction reflected in surveys. | None | Admin Faculty | August thru June Review Each Semester |
| 2. Utilize Administrators, CSAs, SRO for lunch coverage. | Darrell Potts AP Bundrick | Minimal safety disruptions at common times and in common areas as well as staff satisfaction reflected in surveys. | None | Admin Faculty | August thru June |



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| SMART Goal (2): Duty Free Instructional Planning Time | 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: | Recruit, develop, and retain a premier workforce. |
| Strategic Plan Focus Area: | Retention, Professional Development, Leadership Development |
| Data Used: | School Safety Audits; 2014 NC Teacher Working Conditions Survey |

| 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. Develop master schedule that protects teacher planning as well as maintains appropriate level of supervision of students | Casey Jones AP Brown | Minimal safety disruptions at common times as well as staff satisfaction reflected in surveys Effective PLC meetings | None | Principal API | 2015-16 Review each semester |
| 2. Utilize support staff in key areas for supervision. | Darrell Potts AP Bundrick | 100% Safety Audits | None | CSAs, SROs, BMTs, Admin | 2015-16 Review each semester |



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| SMART Goal (3): Anti-Bullying / Character Education | Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors through the use school qualitative and quantitative behavioral data |
| Strategic Plan Goal: | Promote a system-wide culture of safety, high engagement, customer service, and cultural competence. |
| Strategic Plan Focus Area: | Physical Safety, Social and Emotional Health |
| Data Used: | School Surveys, Discipline Data |

| 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. Bully Liaison / Bully-prevention <ul style="list-style-type: none"> • Provide mediation • Enforce Discipline Policy and Behavior Flowchart • Use Anti-Bullying contracts for monitoring • Anti-bullying assemblies | Admin Team | Decrease in bullying incidents by 50% Community Survey Results | None | Admin CIS Faculty Reps SSWs Counselors CSA BMT | August 2015 thru June 2016 Review each semester |
| 2. Character Education <ul style="list-style-type: none"> • Focus on a character trait every month | Dean/Doggett Dean/Williams | Reduced number of referrals as appropriate behavior management practices are adopted | None | Faculty Support Staff Student Council | 2015-16 Reviewed each semester |

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| 3. Healthy Active Child 30 min. <ul style="list-style-type: none"> • PE Required – Freshman Year • Advanced PE electives • Allow access to courtyard during lunches (weather permitting) | PE Department AP Brown | Completion of Graduation requirements in Health/PE | None | Admin PE Department Cafeteria Manager | 2015-16 Reviewed each semester |
| 4. School Health Team <ul style="list-style-type: none"> • Coordinated School Health Program • Student access to school nurse • Community referrals for health-specific issues • First Responder Team • Staff Wellness Committee • Health Corp | Casey Jones | Compliance with health regulations Increase positive healthy habits among all stakeholders | None Coordinated School Health is grant funded | SSWs Coordinated School Health School Nurse First Responders Staff | 2015-16 |



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| SMART Goal (4): | West Meck will improve academic proficiency in Biology, English II, Math I by 10 percentage points in the 2015-16 school year. |
| Strategic Plan Goal: | Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready. |
| Strategic Plan Focus Area: | Academic Growth/High Academic Achievement |
| Data Used: | EOC Assessment Data; EVAAS; CMS Portal Reports |

| 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. Common assessments <ul style="list-style-type: none"> • Pre/Post assessments created in SchoolNet and MasteryConnect | PLC Leads Department Chairs Admin Team | Increased proficiency on classroom assessments results MasteryConnect and SchoolNet Reports | None | PLCs MCLs Admin Facilitators | August – June *Quarterly Review aligned to IA Calendar |
| 2. Data Disaggregation <ul style="list-style-type: none"> • Process of monitoring student achievement by objective in order to facilitate remediation/intervention plans (i.e. IT) | PLC Leads Dept. Level Admin | Increased proficiency on classroom assessments MasteryConnect and SchoolNet Reports Successful response to intervention and instruction | None | PLCs MCLs Admin Facilitators | August – June *Quarterly Review aligned to IA Calendar |



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| 3 Teacher Professional Development <ul style="list-style-type: none"> Teachers participate in professional Development to support student achievement through the work of the Instructional Leadership Team (ILT) Teachers Present Strategies used from PD to communicate impact Teacher review classroom performance to evaluate impact of strategies used Schoolwide use of Literacy Strategies (Cornell Notes and Close Reading) | PLC Leads Dept. Level Admin ILT Team | Increased proficiency on classroom assessments EOC/EOG Performance MasteryConnect and SchoolNet Reports PLC Meeting Notesx | None | PLCs MCLs Admin Facilitators Teachers | January – Department midyear checkpoint June – Department Summary Evaluation. |
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| Mastery Grading Procedures Plan | |
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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 |
| Data Used: | Assessment Data; Intervention Team Data; Gradebooks; Lesson Plans |

| 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) <ul style="list-style-type: none"> • Interim Dates |
|---|--|---|---|---------------------------------------|--|
| 1. Common assessments <ul style="list-style-type: none"> • Pre/Post assessments created in SchoolNet and MasteryConnect standards | PLC Leads Department Chairs Admin Team | Increased proficiency on classroom assessments MasteryConnect and SchoolNet Reports | None | PLCs MCLs Admin Facilitators | August – June *Quarterly Review aligned to IA Calendar |
| 2. Data Disaggregation <ul style="list-style-type: none"> • Process of monitoring student achievement by objective in order to facilitate remediation/intervention plans (i.e. RTI) | PLC Leads Dept. Level Admin | Increased proficiency on classroom assessments MasteryConnect and SchoolNet Reports Successful response to intervention and instruction | None | PLCs MCLs Admin Facilitators | August – June *Quarterly Review aligned to IA Calendar |

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| 3. Flexible grouping <ul style="list-style-type: none"> Process of grouping students according to academic need by objective | MCLs Admin Team API | Assessment results MasteryConnect Reports SchoolNet Reports Lesson Plans | None | Reach Team PLCs Support Staff | Quarterly Review |
| 4. Additional learning opportunities <ul style="list-style-type: none"> Process of holding students accountable for learning via re-teaching, re-assessment and assigning a final value (i.e. 84%) | Department Chairs Intervention Team | Improved process for assessing student mastery | None | Faculty Facilitators Intervention Team Admin | August thru June 2016 |
| 5. Late and make-up work <ul style="list-style-type: none"> School expectations for holding students accountable for completing assignments | Casey Jones Department Chairs Admin Team | Improved process for assessing student mastery | None | Faculty Facilitators Intervention Admin | August thru June 2016 |
| 6. Grade Report <ul style="list-style-type: none"> Set Expectations for the timeliness of recording grades in PowerSchool (initial grades and final grades after retest if applicable) | Casey Jones Department Chairs Admin Team | Improved process for assessing student mastery | None | Faculty Facilitators Intervention Admin | August thru June 2016 |



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West Mecklenburg HS - 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- Maximum Teaching Load and Maximum Class Size (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

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 (DRAFT) | | | |
|--------------------------|------------------------------------|-----------|-----------|
| Name | Committee Position | Signature | Date |
| Casey Jones | Principal | | 9/28/15 |
| Tonya Benson | Assistant Principal Representative | | 9/28/15 |
| Sara Doggett | Dean of Students Representative | | 9/28/15 |
| Christopher Moore | Teacher Representative | | 9/28/15 |
| Mia Ross | Teacher Representative | | 9/28/15 |
| Mauricio Restrepo | Teacher Representative | | 9/28/15 |
| Lindsey Smith | Teacher Representative | | 9/28/15 |
| John Stewart | Teacher Representative | | 9/28/15 |
| Jessica Smith | Student Support Representative | | |
| Tracy Forst | Intl. Support Representative | | 9/28/15 |
| Jacqueline Sherrod | Teacher Assistant Representative | | 10/5/2015 |
| Katy Dobry | Teacher Assistant Representative | | 9/28/15 |
| Christie Clark | Parent Representative | | 9-30-15 |
| Kendra Woods | District Representative | | 9-30-15 |