



Step 1: Review 16-17 School Imp. Plan Reflection

Step 2: Executive Summary

Step 3: School Improvement Plan

___ CCRPI Goal

___ Academic/Instructional Goal

___ Climate Goal

Step 4: Continuous, Job-Embedded Prof. Learning Plan

Step 5 (End of the Year): 17-18 School Imp. Plan Reflection

Step 6: Data Team Reflection

2018 Executive Summary

Continuous Improvement Goals	Learner Profile (Check all that apply)		Support from FCS Depts.* (List all that apply)
CCRPI Goal			
West Forsyth High School will continually work towards increasing its CCRPI score by analyzing all available data and determining areas for improvement.	x x x	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Educational Leadership Technology and Info. Services Teaching and Learning Special Education Student Support Services
Academic / Instructional Goal			
West Forsyth High School will increase academic achievement by focusing on instructional strategies that promote higher order thinking skills and problem solving.	x x x x	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Teaching and Learning Technology and Info. Services Special Education Educational Leadership
Climate Goal			
West Forsyth High School will earn a 5-star Climate Rating as reflected on CCRPI.	x x x	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Student Support Services Public Info. and Communications Teaching and Learning Technology and Info. Services Educational Leadership
* FCS Departments: Educational Leadership, Facilities, Finance, Food & Nutrition Services, Human Resources, Operations, Public Information & Communications, Special Education, Student Support Services, Superintendent, Teaching & Learning, Technology & Information Services, and Transportation			

2018 School Improvement Plan

CCRPI Goal:

West Forsyth High School will continually work towards increasing its CCRPI score by analyzing all available data and determining areas for improvement.

SMART Goal:

West Forsyth High School will increase the combined percentage of points earned on the indicators in the areas of Readiness and Graduation Rate from 91.1% in 2017 to 91.5% in 2018 as measured on the 2018 CCRPI.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
The ESOL Department will utilize scoring data from ACCESS tests to guide instruction and create additional activities in order to improve ACCESS scores in the area of Speaking.	If ESOL teachers utilize scoring data to determine deficits in the area of speaking and add more speaking activities, ESOL students’ ACCESS test scores will increase from an average score of 2.5 to 3.0.	January 2018 to December 2018	SIOP teacher training, ESOL teachers and coordinator
The Mathematics Department will utilize EOC practice problems to increase our Algebra 1 EOC scores.	If Math teachers utilize EOC practice problems within their classrooms, then EOC Algebra 1 scores will increase from an average score of 89.2% to 90.2%.	January 2018 to December 2018	EOC practice resources (preferably in an electronic format) Keep ENVISION software as a resource.
Fine Arts Department will increase the number of students who complete a Fine Arts Pathway.	If the Fine Arts teachers regularly explain the Fine Arts Pathway requirements to students in level 1 and level 2 fine arts classes and promote its completion, then the number of students completing a Fine Arts Pathway will increase by 1.5%.	January 2018 to December 2018	Each teacher will promote and educate students on the Fine Arts Pathway.
The CTAE Department will increase the number of students enrolled in Work-Based Learning.	If CTAE teachers and the Work-Based Learning Coordinator work in conjunction with the counseling staff and department heads, then the number of students enrolled in Work-Based Learning will increase by 5%.	January 2018 to December 2018	All CTAE teachers , Work-Based Learning Coordinator, counselors, department chairs
The Special Education Department will improve cross curricular literacy by training Interrelated and resource teachers with validated literacy strategies in order to improve progress on EOC scores.	If the trained Interrelated and Resource teachers implement SIMS strategies in the classroom, then Performance Flag movement will increase by 15%.	January 2018 to December 2018	Training for teachers, if needed, to learn strategies. All Special Ed teachers will be responsible to learn and then teach at least one strategy in their resource classes.
The Social Studies department will improve literacy in	If the Social Studies department implements	January 2018 to	Teacher training in SIM strategies

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the field by incorporating research based interventions to improve the mean reading scores on both the SAT and ACT.	SIMS strategies targeting reading proficiency in all classes, then mean reading scores on Social Studies based questions on both the SAT and ACT will improve by 2%.	December 2018	and subs for teachers
The Physical Education will monitor and evaluate student performance on pre- and post-fitness tests.	If Physical Education teachers analyze the data on tests across the classes to determine deficient areas and design specific assignments to help bolster deficient areas, then the deficient areas will improve by 5%.	January 2018 to December 2018	Drivers Ed and Health instructors will monitor data and help with implementation.
The Science Department will increase the number of students completing a Science Pathway by increasing the number of students enrolled in higher-level Science courses.	If Science teachers regularly explain the Science Pathway requirements to students and promote their completion, then the number of students taking higher-level Science courses and completing a Science Pathway will increase by 2%.	January 2018 to December 2018	Science teachers and counselors will notify science students of the requirements for completion of the Science Pathway and will encourage students to continue into AP Science classes.
The World Languages Department will increase the total number of World Language students completing a World Language Pathway.	If World Language teachers regularly explain the World Language Pathway requirements with students in level 1 and level 2 World Language classes and promote its completion, then the number of students completing a World Language Pathway will increase by 1.5%.	January 2018 to December 2018	WL teachers and counselors notify WL students of the requirements for completion of the WL Pathway and will encourage level 2 WL students to continue into level 3 and above.
The English Department will increase student achievement in the area of reading complex texts by decreasing the percentage of students scoring below grade level in the reading / vocabulary domain of the End of Course test.	If English teachers implement instructional strategies focused on understanding complex texts, then students' literacy and vocabulary will improve, thus resulting in an increase of 3% in the average End of Course test score of 9th and 11th Lit students.	January 2018 to December 2018	Department PL will focus on strategies for engaging students in complex text. We will foster student growth and perseverance with complex texts through strategies such as CLOSE reading, metacognition, self-advocacy, and independent reading of complex texts.
The Counseling Department will meet with each Sophomore to explain college credit options while in high school.	If Counselors conduct meetings with each Sophomore, then the percentage of West graduates who have taken either an AP or dual enrollment course will increase from 79% to 81%.	January 2018 to December 2018	Jennifer Ciaccio, Cassie Chumbler, Donovan Hollis, Kim Spence, Allison Rinehart, Deven Eberhardt
The Graduation Coach will monitor and track student progress during Junior and Senior years (e.g. failure report from Infinite Campus/Dual Enrollment/GAVS/APEX, at-risk parent/teacher conferences, check-in/check-out)	If the Graduation Coach monitors and tracks student progress during their Junior and Senior years, then the graduation rate will increase from 92.6% to 93.0%.	January 2018 to December 2018	Lindsey Needham, Jennifer Ciaccio, Cassie Chumbler, Donovan Hollis, Kim Spence, Allison Rinehart, Deven Eberhardt

Describe how your SMART Goal will be monitored throughout the year:

The administrative team, both collectively and individually, will meet regularly to discuss progress towards meeting goals established by each department and PLC (9-week goals). Progress will be discussed during leadership team meetings, TKES conferences, and PLC meetings. SMART goals may be adjusted as new information and data are obtained.

Academic / Instructional Goal:

West Forsyth will increase academic achievement by focusing on instructional strategies that promote higher order thinking skills and problem solving.

SMART Goal:

West Forsyth HS will increase the percentage of students scoring at Developing Learner and higher from 91.94 to 92.5, at Proficient Learner and higher from 70.31 to 71.5, and at Distinguished Learner from 22.98 to 25.5 on all End of Course tests as measured by the 2018 scores.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
The ESOL Department will encourage higher level thinking and problem solving within the classroom.	If the ESOL Department increases higher level thinking and problem solving within the classroom, then the percentage of ESOL students scoring at the <i>Developing Learner</i> Level or higher will increase by 10% from 33% to 43%.	January 2018 to December 2018	Critical Thinking activities ESOL teachers and coordinator
The mathematics department will utilize ENVISION software resources to help increase mathematical reasoning and fluency.	If the Math Department uses ENVISION software resources and additional EOC review materials, then the average Algebra I EOC score will improve from 89.2 to 90.2.	January 2018 to December 2018	Keep ENVISION software as a resource.
The Social Studies Department will utilize primary sources in all classrooms to increase the percentage of students scoring at the <i>Developing</i> Level or higher on both Social Studies EOCs.	If the percentage of Social Studies students performing at the <i>Developing</i> Level or above increases, then EOC scores will improve by 3%.	January 2018 to December 2018	DBQs and Mini-DBQs Inquiry Based Learning Training Harkness Method Training Primary and Secondary sources applicable to all Social Studies subjects and levels Newsela
The Fine Arts Department will utilize common rubrics focused on examining and writing a critique of individual	If the Fine Arts Department implements the examination and critique of artwork, then the	January 2018 to December 2018	Conceptual Storytelling Project rubric

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pieces of student artwork.	number of students earning a 90 or higher on the Conceptual Storytelling Project will increase from 72% to 80%.		Visual Arts teachers
The CTAE Department will emphasize real world project-based instruction and activities.	If the CTAE Department places emphasis on real world project-based instruction, then the number of students passing the EOPA will increase by 1%.	January 2018 to December 2018	Project Based Instruction promoting critical thinking and problem solving.
The Special Education Department will increase the percentage of students who meet SWD Sub-Groups State Performance Targets.	If the Special Education Interrelated and Resource teachers implement literacy strategies, the SWD Sub-Groups EOC scores will improve by 1%.	January 2018 to December 2018	SIMS training for Special Ed. and/or Gen. Ed. teachers. Subs, if needed, for those teachers. Special Ed teachers
The Physical Education Department will implement daily teaching strategies in personal fitness to help improve personal improvement scores.	If the Physical Education Department teaches strategies and fitness principles continuously, then aerobic gains will improve by 5% from pre-to post-test.	January 2018 to December 2018	All activity classes will help teach strategies and fundamental principles.
The Science Department will improve student performance on the Evolution portion of the Biology EOC, thereby improving the overall EOC score.	If we increase the percentage of students performing at the <i>Monitor</i> or <i>Accelerate Learning</i> Levels on the Evolution portion of the Biology EOC, then the EOC pass rates will increase by 3% from 75% to 78%.	January 2018 to December 2018	ADI or CER training Test Prep resources
The World Language Department will utilize common rubrics across all content levels to improve speaking and writing skills in the target language. 2017-2018 will serve as a baseline year.	If World Language teachers utilize common rubrics, then 75% of the WL students will improve their performance on the speaking and writing tasks.	January 2018 to December 2018	Common planning across WL content teams PL time for vertical teaming between WL levels and middle schools WL PLCs to teach and discuss rubrics
The English Department will implement the use of common rubrics aligned to the EOC extended writing task in order to increase student performance on the EOC writing task.	If English teachers focus on increasing student achievement in the EOC extended writing task, then the percentage of students scoring below proficient will decrease by 3% in both 9th and 11th grade	January 2018 to December 2018	Common rubric Practice extended writing task aligned to EOC.
The Counseling Department will increase the number of occasions that HOPE eligibility requirements are reviewed with parents and students. These may include individual student meetings, Classroom Guidance	If the Counseling Department increases the number of occasions that HOPE eligibility requirements are reviewed with parents and students, then the percentage of seniors eligible	January 2018 to December 2018	Jennifer Ciaccio, Cassie Chumbler, Donovan Hollis, Kim Spence, Allison Rinehart, Deven Eberhardt

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sessions, parent-student conferences, class meetings, parent nights, etc.	for the HOPE Scholarship will increase from 70% to 72%.		
The Graduation Coach, Counseling Staff, and teachers at West Forsyth High School will promote the benefits of Instructional Extension.	If the Graduation Coach, counseling staff, and teachers promote the benefits of Instructional Extension to our students, then the percentage of students participating in Instructional Extension will increase from 2% of the student population to 5% of the student population.	January 2018 to December 2018	WFHS Graduation Coach, Counseling Staff, and Teachers

Describe how your SMART Goal will be monitored throughout the year:

The administrative team, both collectively and individually, will meet regularly to discuss progress towards meeting goals established by each department and PLC (9-week goals). Progress will be discussed during leadership team meetings, TKES conferences, and PLC meetings. SMART goals may be adjusted as new information and data are obtained.

Climate Goal:

West Forsyth High School earn a 5-star Climate Rating as reflected on CCRPI.

SMART Goal:

West Forsyth High School will increase the climate survey score from a 70.16% in 2017 to a 72% in 2018, as measured on the 2018 CCRPI Climate Star Rating.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
Student Climate Initiatives: Student of the Month, Junior and Senior of the Month (tied to attendance and effort), Wonderful Wolverine Announcements (daily teacher nominated student recognitions), Social Emotional Activities (What I Wish My Teacher Knew, #Whyyoumatter), Class meetings, Will to Live, Freshmen Club Day, Freshmen Fellows, Principal’s Advisory Team, facility pride programs, Wolverine for a Day Program with feeder middle schools, random acts of kindness, peer tutoring program, Homecoming Activities and class spirit competitions, Powder Puff, Ice Cream Social to value effort, Junior/Senior Preferred parking tied to attendance, Charity Fundraising Events	If student climate initiatives are implemented, then the student climate survey ratings will rise from a 63.86% in 2017 to 66% in 2018.	January 2018 to December 2018	Culture Team, WFHS Administration, WFHS staff
Teacher Climate Initiatives: Teacher of the Month, Faculty Field Day, Body Boot Camp Course, Climate Newsletters, team building activities throughout the year, Family Night dinners including the West Family,	If teacher climate initiatives are implemented, teacher climate ratings will rise from 79.8% in 2017 to a 81% in 2018.	January 2018 to December 2018	Culture Team, WFHS Administration

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departmental spirit competitions, teacher leadership opportunities, Random Acts of Kindness Staff Version, Shout out Recognition Board, Lunch Days, Birthday recognition, Secret Pal program, Jeans passes			
Community Climate Initiatives: West Community LAC meetings and teams (Inspire, Innovate, Lead, Serve), vertical visits and collaboration, Trunk or Treat events, West Family Dinners including West Community, Registration Parent Nights, Freshmen Festival, social media updates, SIP parent team, teacher content team newsletters to parents administrative representation at community schools' events.	If community climate initiatives are implemented, community climate ratings will rise from 66.7% in 2017 to 72% in 2018.	January 2018 to December 2018	Culture Team, WFHS Administration, WFHS Staff, West Community LAC
Describe how your SMART Goal will be monitored throughout the year:			
The Culture Team meets monthly to discuss new initiatives, review data, and determine the needs of the school. Analysis of survey data assists in determining progress.			

Continuous, Job-Embedded Professional Learning Plan

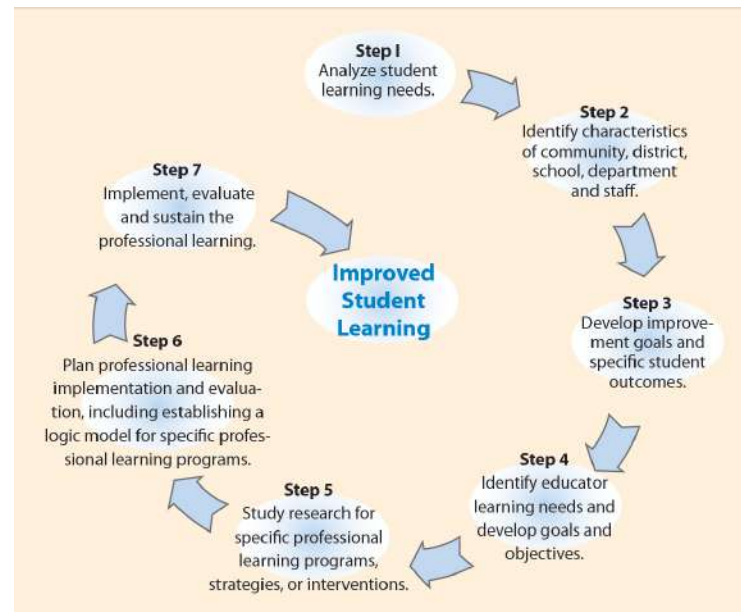
Professional Learning Goal(s):

West Forsyth High School will implement Professional Learning Communities by content areas/teams to ensure success for students and teachers.

Timeline: Dates and Times (Add/modify as needed; however, there is no need to total contact hours.)	Professional Learning Actions, Strategies and Interventions	Impact on Student and Adult Behavior (<i>"If...then..."</i> Statements)	Connection to Continuous Improvement Goal(s):
July 26-31	Pre Planning Professional Learning - teachers will attend breakout sessions relating to school-wide expectations and procedures.	If the teachers understand the school-wide expectations and procedures, then the staff will have an effective start to the year.	During pre-planning, teachers are provided with school-wide expectations and procedures, which align and support school improvement goals.
August 13 or 20	TKES Orientation/Professional Goal Development - Teachers will attend an orientation for the TKES observation instrument in order to review classroom expectations and observation standards in order to be prepared for success.	If the TKES orientation plan is shared, then the teachers will understand the TKES expectations for success.	Effective teaching that supports student achievement directly aligns with continuous improvement. Teachers having a full understanding of TAPS standards and the TKES evaluation process is designed to promote effective teaching.
TBD	New Teacher Induction Program - New Teachers will participate in NEO in order to gain procedural knowledge and obtain classroom support.	If new teachers participate in NEO, then they will be more knowledgeable of school policy and procedures at the beginning of the year.	Supporting new teachers through the new teacher induction program helps ensure that new teachers are equipped with the procedural knowledge needed to be more successful in the classroom which supports continuous improvement.
Aug 31 Oct 19 January 4, 7 Feb 19	DCD Days as scheduled by the district office - Teachers will participate in DCD sessions in order to further their professional knowledge in areas of personal and classroom interest.	If the teachers participate in the DCD professional learning days, they will have a better understanding of the district initiatives and an opportunity to deepen professional knowledge in an area of personal or classroom interest.	DCD days support teacher growth. Teacher growth supports continuous improvement.
Last Tuesday of every month	School City Training - All teachers will participate in School City Training referencing	If the teachers understand the technology component within School City, then they will	When teachers use data analysis to drive instruction, continuous

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	data analysis, data support, and assessment strategies.	better be able to support their students through data analysis.	improvement will occur.
Monthly	Peer Coaching training with the Leadership Team - The leadership team will participate in peer coaching training in order to strengthen the instructional leadership within West Forsyth High School.	If our leadership team acts as peer coaches, teachers will have targeted support in individual classrooms to positively affect student achievement.	Peer coaches offer teacher support directly associated to improved student achievement. Growth in student achievement is at the core of continuous improvement.
Monthly	Professional Learning Communities - PLCs will meet to organize, examine, and adjust instruction based on student data. PLCs will set a goal(s) related to student achievement each 9 weeks. PLCs will monitor said goal using assessment data to determine achievement levels and adjust curriculum and instructional strategies accordingly.	If PLCs work together to determine student achievement goals, monitor goal progress, and analyze the assessment data to drive instruction, student achievement levels will increase.	The increase in student achievement, as monitored by the PLC quarterly goal, sustains continuous improvement.
Quarterly	PL Coordinator/Committee - Departments will participate in professional learning sessions relating to assessment and instructional strategies and the classroom environment as related to TKES TAPS standards	If departments/teachers participate in professional learning sessions that relate to TKES TAPS standards, and use the knowledge to adjust teaching practice, achievement levels will increase.	Training teachers in effective assessment strategies and instructional strategies that ensure student achievement directly supports continuous improvement.



2017-18 School Improvement Plan Reflection

Please provide a short reflection summary for each goal listed below. (Did you meet your goals? Why or why not? What were your strengths / weaknesses? Did you monitor your goals throughout the year? If so, then how? Did you revise your goals throughout the year? If so, then why? What can be improved?)

CCRPI Goal

Academic / Instructional Goal

Climate Goal

Data Teams Reflection

Process:

West Forsyth High School has established Priority Professional Learning Communities (PLCs) that reflect either the majority content subject matter teachers teach or another area of expertise. The expectation for each Priority PLC is to set a goal each 9 weeks related to student achievement, meet consistently for goal monitoring by analyzing student assessment data, and use their findings to adjust curriculum focus and instructional strategies. The Priority PLC goal supports the departmental goal, which supports the overall school improvement goals as outlined by the WFHS SIP.

Impact on Instruction/Achievement:

If the Priority PLC sets and monitors the student achievement goal and uses assessment data to adjust curriculum and instructional focus, student achievement will increase. The Priority PLC student achievement goal is designed to support the departmental goal that has been developed in relation to the overall school improvement goal as outlined in the WFHS SIP. As student achievement increases through the goal monitoring process of the Priority PLC, departmental goals will also be achieved, thereby fulfilling the goals outlined by the WFHS SIP.