School Improvement Planning

Beliefs and Mission
Charlotte-Mecklenburg Schools

West Charlotte High School
Mission Statement

Our mission at West Charlotte High School is to promote and support learning in a diverse academic community where students, staff and parents are actively committed to educational excellence and personal responsibility.

Our Beliefs:
- **Student learning is the chief priority of the school**

- **Students learn best when they are actively engaged in the learning process through problem solving and the production of quality work.**

- **Each student is a valued individual with unique physical social, emotional and intellectual needs.**

- **A safe and physically comfortable teaching and learning environment promotes and enhances student achievement.**

- **Parents students, staff and the community share the responsibility for student learning.**

- **Learning in a diverse environment prepares students for life beyond the classroom.**

- **Staff, students, parents and the community share responsibility for advancing the school's mission.**

West Charlotte High School houses grades nine through twelve and is located in the west side of the city, one block from the historic Beatties Ford Road corridor. The school houses over 1750 students. West Charlotte High School receives students from middle schools across the county. Presently, the student population is comprised of 87.4% African Americans, 2% white, 4.1% Asian, 5.3% Hispanic, 0.7% American Indian, and 0.5% Multi-Racial/Others. Seven percent of the student body is classified Limited English Proficient (LEP) and 23.2% as receiving Exceptional Children services. Seventy percent of the students are eligible for free/reduced lunch. In the class of 2005, 55% of the graduates planned to attend four-year colleges, while 40% entered two-year colleges. Hence, 95% of the graduates continued their studies at of higher education while others entered the military or the work place. The school's overall ABC Status for 2001-2002 results were met at the <u>Expected Level</u>; with the 2002-2003 ABC results at <u>Expected Level</u>, 2003-2004 ABC results at <u>High Growth</u> and 2004-2005 ABC results at <u>Expected Level.</u>

West Charlotte High School offers Advanced Placement courses in English, Calculus, Statistics, European History, US History, Environmental Science, Biology, Chemistry, Physics, Psychology, US Government and Law, Computer Science, Spanish I Language, Spanish Literature, German, French, and Art. The school is recognized as an Advanced Placement Certified School.

West Charlotte offers two Magnet Programs: the only High School Open Magnet Program in the district and the International Baccalaureate Magnet Program. The Open Program offers students the opportunity for self-directed learning, individualized and small group instruction and pursuit of individual interests and talents. Students are required to take a minimum of three courses in the Open Program. West Charlotte is a fully accredited IB Diploma school. The International Baccalaureate Magnet Program provides highly motivated college bound students an opportunity to pursue a rigorous liberal arts curriculum, which is recognized throughout the world. The AVID Program is another strong program that prepares students to reach their full potential.

West Charlotte also houses an English as a Second Language program. The Career and Technical Education Program includes Culinary Arts, Cosmetology, Interior Design, Health Occupations and Graphics and Printing. The ROTC program is recognized as a Unit of Distinction. The school has an Olympic size pool that offers Beginning, Advanced Swimming and Lifeguard training which allows a student to become a certified lifeguard.

Each West Charlotte student is assigned to an Academic Advisor. The Academic Advisors meet daily with students and provide counsel on academic, attendance and career options. West Charlotte houses a Grade 9 Academy. Within the Academy, teachers work and plan together to create a smooth transition from middle school to high school. Another strong program available to our students is the Academic Internship Program. Students may participate in internships after school hours with individuals, small businesses, and corporations, thus learning more about prospective careers and professions. West Charlotte has an active Business Education Leadership Council (BELC) which meets monthly to create partnerships, job shadowing opportunities, internships, and to create other career development options for West Charlotte students. The school has an active mentoring program in which hundreds of volunteers and West Charlotte National Alumni Association members assist students and staff with making West Charlotte a school of community pride. The school's athletic, co-curricular and extra-curricular programs continue the historic trend of excellence.

The school consists of 210 significantly diverse faculty and staff. The faculty continuously engages in professional development to enhance their content knowledge and teaching strategies. Currently, the faculty and staff consists of three PHD's, forty-plus with Master Degrees, three National Board Certified Teachers and have several teachers in pursuit of the their National Board Certification.

High School Improvement Plan
Action Plan Goal I

Attaining High Academic Achievement for All Students

CMS Balanced Scorecard (Objective 1.4) – 9-12 Students on grade level or above on EOC's

Subgroups:	Afr/Am	Asian	Hisp	Native	White	Multi-Racial	EC	LEP	FRL	CMS
Algebra I										
Actual	29.4	50	31.8	NA	NA	NA	8.8	35.7	28.1	70.2
Target (52)	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
1 Year Prior	44.4	0	43.8	NA	33.4	NA	17.7	29.4	45.2	68.1
2 Years Prior	31.4	42.9	35.1	NA	66.7	NA	15	30.8	32.4	65.0
Algebra II										
Actual	37.1	42.9	71.4	NA	87.5	NA	23.3	50	36.6	66.5
Target (57)	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
1 Year Prior	43	50	42.9	NA	NA	NA	14.3	50	41	69.8
2 Years Prior	29.9	40	50	NA	45.5	NA	12.5	40	35	66.4
Biology										
Actual	27.6	47.6	NA	33.3	NA	NA	10.6	16.7	26.5	57.6
Target (51)	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
1 Year Prior	16.8	25	14.3	NA	28.6	NA	5.5	8.3	13.9	52.1
2 Years Prior	10.7	29.4	5.9	NA	60	NA	2.1	4.9	11.1	54
Chemistry										
Actual	13.7	11.1	NA	NA	9.1	NA	4.2	27.8	12.8	55.9
Target (45)	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
1 Year Prior	15	36.4	9.1	NA	NA	NA	12.5	25	14.6	56.2
2 Years	9.5	25	16.7	NA	7.1	NA	5.9	NA	9.1	56.8

Prior										
English I										
Actual	64.2	70	42.9	85.7	NA	NA	27.1	48.6	61.8	80.8
Target (71)	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
1 Year Prior	52.8	42.9	27.8	NA	62.5	NA	17.8	29.2	45.2	76
2 Years Prior	50.2	57.2	31.3	NA	100	NA	13.2	13.3	50.3	77.4
Geometry										
Actual	20.2	60	45.5	NA	50	NA	NA	38.1	22	56.3
Target (49)	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
1 Year Prior	13.4	12.5	NA	NA	NA	NA	2.7	NA	10.8	52.5
2 Years Prior	15.3	33.4	25	NA	25	NA	NA	25	15.6	57.1
Physics										
Actual	46.4	NA	NA	NA	NA	NA	NA	NA	34.8	81.1
Target (63)	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
1 Year Prior	15.8	NA	NA	NA	NA	NA	NA	NA	10.7	79
2 Years Prior	16.7	NA	NA	NA	66.6	NA	NA	NA	11.2	77.5

Subgroups:	Afr/Am	Asian	Hisp	Native	White	Multi-Racial	EC	LEP	FRL	CMS
10th Grade Writing Test										
Actual	25.5	14.3	6.7	NA	42.9	NA	3.1	NA	20.7	49.5
Target	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1 Year Prior	35.8	NA	NA	NA	NA	NA	16.7	30	30	57.3
2 Years Prior	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Attendance										
Actual	91.2	90.1	92.4	91.6	90.7	83.1	87.1	90.9	90.5	
Target	90	90	90	90	90	90	90	90	90	
1 Year Prior	90.7	92	91	94.4	94.1	88	87	92.2	89	
2 Years Prior	91.4	91.2	88	91.4	93.2	91.8	87.6	89.8	90.6	
Graduation		School		CMS						
Actual		91.2		92.9						
Target (90)		NA		NA						
1Year Prior		83.6		93.1						
2 Years Prior		98.0		98.3						

Actual= Year completed in June
Target =From the Balanced Scorecard
1 Year Prior=Year before actual
2 Years Prior=2 Years before Actual

Action Plan Goal I

Attaining High Academic Achievement for All Students

CMS Balanced Scorecard (Objective 1.4) – 9-12 Students on grade level or above on EOC's.

Strategies/Tasks	Point Person	Deliverables/Assessments	Timeline
1. Team planning for all EOC teachers is planned into the school master schedule and EOC teachers will meet during designated times for planning and data analysis, sharing best practices, using the PDCA continuous improvement process.	Administrative Team, EOC team teachers	EOC team meeting quality planning logs	**2005-2006**
2. An administrator will meet with the EOC team and monitor process and outcomes in collaboration with the EOC lead teacher and Academic Content Coach.	Administrative Team, EOC teachers, Academic Content Coach	EOC team meeting attendance logs	**2005-2006**
3. Students are appropriately placed into EOC classes based on student readiness and previous academic achievement.	API, Guidance Counselors	Teacher recommendation, EOC data, master schedule development	**2005-2006**
4. Lesson plans will be submitted to, and reviewed by, an administrator on a bi-weekly basis; two weeks in advance.	Instructional Accountability Team	Lesson plan evaluation documents	**2005-2006**
5. EOC classes will be monitored weekly by the Instructional Accountability Team which includes the principal, APs, Department Chair, A+ Coach, Academic Content Coach, Lead teacher, and content teachers.	Instructional Accountability Team	Walk-through and A+ classroom observation documents	**2005-2006**
6. The Academic content coach will meet in EOC planning meetings; observe classes, model and coach teachers; assist with data disaggregation and lesson planning.	Academic Content Coach	Academic Content Coach Logs	**2005-2006**
7. Teachers will differentiate instruction for students based on their skills, abilities, unique learning needs, and PEAK strategies.	Instructional Accountability Team	Lesson plans, classroom observations	**2005-2006**

8. Rewards and recognition will be provided to students for high academic performance and attendance through the Renaissance program.	Administrative Team	Renaissance incentive data	2005-2006
9. Teachers will utilize the assessment data to determine student mastery.	EOC lead teachers, Academic Content Coaches	Lesson plans, classroom observations	2005-2006
10. Teachers will create and implement lesson plans that clearly identify the goals and objectives outlined in the NCSCOS.	EOC Teachers, Academic Content Coaches	Lesson plan evaluation documents	2005-2006
11. Teachers will implement the A+ Continuous Process by disaggregating mini and quarterly assessment data for immediate and frequent feedback to modify instruction and provide either tutorial or enrichment instruction for students. Teachers will submit class progress quarterly to the API and A+ Coach.	A+ Coach	EOC team quality planning logs, mini-assessment data, quarterly data	2005-2006
12. Teachers will refer students to Extended Day, Saturday School and utilize PLATO in the classroom for enrichment and acceleration.			2005-2006
13. Teachers will utilize warm ups and cool downs that include questions developed from non-mastered objectives.	Administrative Team	Extended day attendance data, PLATO usage report	2005-2006
14. Teachers will notify parents of other resources that students can access and / or use from home.	EOC lead teachers, Academic Content Coaches	Lesson plans, classroom observations	
15. West Charlotte EOC teachers will participate PEAK professional development.	Department Chairs, EOC teachers	PTSA newsletters, school website, phone master	2005-206
16. Teachers will share best practices for inclusion in EOC team meetings.	Administrative Team	PEAK attendance rosters, PEAK monthly visits, PEAK de-briefing	2005-2006
17. The school will align and utilize Communities in Schools (CIS) Resources provided through the High School Challenge Grant.	Instructional Compliance Teachers	EOC team planning meetings	2005-2006
	Administrative Team	Mentoring/Tutoring Logs	2005-2006
18. Conduct monthly planning meetings of the Instructional Accountability Council	AdministrativeTeam	Meeting agendas and attendance logs	2005-2006

19. Develop administrative "Walkthrough" plan	Administrative Team	Observation schedule, Walk-through notebook	2005-2006
20. Develop a Mentor Program	Administrative Team	Mentor/Mentee Log, Discipline Referrals	2005-2006
21. Develop Advisor/Advisee Program	Administrative Team, Student Services	Advisory Class Rosters, Advisory Parent Contact Logs	2005-2006

CMS Balanced Scorecard (Objective 1.5) – High school students will increase participation and performance in higher-level courses

Strategies/Tasks	Point Person	Deliverables/Assessments	Timeline
Identify, Recruit and Advise potential students to register for appropriate classes using PSAT data.	Guidance Counselors,	Students' Schedules	2005-2006
Host a AP/IB Advanced Studies Information Fair	Guidance Counselors, IB Coordinator	Information Fairs' Agendas	2005-2006
Counsel students for placement in AP / IB courses	Guidance Counselors IB Coordinator	Students' Schedules	2005-2006
Continue Implementation of AVID Program	AVID Coordinator AVID SiteTeam	AVID class rosters	2005-2006
Utilize instructional technology (APEX) to support AP teachers and students	Technology Coordinator AP/IB teachers	APEX usage reports Lesson plans	2005-2006

CMS Balanced Scorecard (Objective 1.6) – EC students will be successful in CMS

Strategies/Tasks	Point Person	Deliverables/Assessments	Timeline
Implement inclusion model mainstreaming ECS students into regular EOC classes with teachers co-teaching	API EC Teachers	Class rosters	2005-2006
Provide professional development opportunities to all teachers on how to effectively deliver accommodations and instruction to ECEC students	Administrative Team	Professional development logs Training agendas	2005-2006
Monitor EC students progress weekly	EC Casemanager EC Compliance Teachers	Progress Reports Student Data Notebook	2005-2006

CMS Balanced Scorecard (Objective 1.8) – SAT scores will meet or exceed the national average

Strategies/Tasks	Point Person	Deliverables/Assessments	Timeline
Provide opportunities for students to participate in SAT tutorials/ preparation sessions	Administrator	SAT Prep rosters	2005-2006
Include SAT prep classes in master schedule	API	SAT Prep class rosters	2005-2006
Utilize SAT Boston prep software	Technology coordinator, SAT Teach	Boston Prep Data	2005-2006

Action Plan Goal II
Creating a Safe and Orderly Environment

CMS Balanced Scorecard (Objective 2.1) – Unexcused absences will be reduced among all populations of students
CMS Balanced Scorecard (Objective 2.2) – The drop out rate will be reduced among all populations of students
CMS Balanced Scorecard (Objective 2.3) – Increase parent participation in their child's school and education for all populations of students

Strategies/Tasks	Point Person	Deliverables/Assessments	Timeline
Educate parents on district policies regarding unexcused absences	Administrative Team	Newsletter, website, phone master program	2005-2006
Conduct home visits of students who are chronically absent	Truancy Officers, Student Services Personnel	Daily/Monthly Attendance Reports	2005-2006
Send notices to parents at 3, 6, 10 day absences	Academic Advisors Attendance Secretary	Attendance Reports	2005-2006
Use incentives to encourage attendance	Student Services Administration	Quarterly Recognition Events Renaissance Program Incentives Triad Program Data	2005-2006
Monitor class cuts and tardies	Dean of Students	Attendance Bulletins	2005-2006

CMS Balanced Scorecard (Objective 2.5) – Maintain a safe and orderly environment

Strategies/Tasks	Point Person	Deliverables/Assessments	Timeline
Teach and Review Students' Rights & Responsibilities Handbook with students quarterly	Academic Advisors	Documentation of methods used to educate students	2006-2006
Develop, implement and review continuously school wide Safe School Plan	Administrative Team	Safe School Plan Safe Schools Survey Results Safety Audit Results	2005-2006
Develop and practice a school wide crisis plan and safety procedures	Administrative Team Security Associates School Resource Officer	Copy of crisis plan Data from lockdown drills	2005-2006
Implement PBIS (Positive Behavioral Intervention Support) strategies	PBIS Committee	SWISS data	2005-2006
Implement TRIAD program	Administrative Team Special Populations Counselor	Copy of plan Student Rosters	2005-2006
Conduct weekly Safe Schools Meeting	Administrative Team	Meeting agendas	2005-2006
Utilize secure and effective communication tools	Administrative Team Safety Team	Walkie/Talkie Communication Telephones	2005-2006

Action Plan Goal III
Ensuring Community Collaboration

CMS Balanced Scorecard (Objective 2.3) – Increase parent participation in their child's school and education for all populations of students
CMS Balanced Scorecard (Objective 2.4) – The District will establish and maintain community collaboration

Strategies/Tasks	Point Person	Deliverables/Assessments	Timeline
Establish and implement community involvement iniatives to ensure high levels of parent participation in school activities	Administrative Team PTSA CDC	List of Activities & sign-in documentation Newsletters, website PTSA minutes and rosters	2005-2006
Establish a West Charlotte Business and Education Council	Administrative Team PTSA CDC SLT	School Partnership Report Agendas of meetings Log of contacts	2005-2006

Action Plan Goal IV
Ensuring Equity in all Schools

CMS Balanced Scorecard (Objective 3.1) – The District will ensure that every school has an equitable inventory of resources and co-curricular programs

Strategies/Tasks	Point Person	Deliverables/Assessments	Timeline
Efficiently implement strategies to ensure equity of resources	Administrative Team	MMIS reports	2005-2006
Develop processes for receiving distributing and monitoring supplies, materials and equipment	Administrative Team Department Chairs	School records	2005-2006

Action Plan
Staff Development

CMS Balanced Scorecard (Objective 8.1) – The job related knowledge, skills and abilities of instructional, non-instructional and administrative CMS personnel will improve to better perform all jobs in support of overall district objectives

CMS Balanced Scorecard (Objective 8.2) – The district will provide in-service training to all CMS staff about inclusion, diversity and racial, economic and cultural awareness

Strategies/Tasks	Point Person	Deliverables/Assessments	Timeline
Encourage and provide teachers opportunities to attend CMS content related in-services	Administrative Team	Inservice Calendars	2005-2006
Provide opportunities for teachers to begin and continue PEAK training to enhance overall teacher performance and student achievement	Administrative Team	Training Rosters, PEAK visits	2005-2006
Train staff in PBIS model to equip teachers with classroom and school wide student behavior management techniques	Administrative Team	Training agendas & rosters	2005-2006
Support teacher participation in the National Board Certification Process	Administrative Team	NBCT participation data	2005-2006