



WESTERN ALAMANCE HIGH SCHOOL 2018-19 SCHOOL IMPROVEMENT PLAN

Vision:

Western Alamance High School, in partnership with families and the community, provides challenging opportunities in a caring, respectful, innovative environment that empowers all students to demonstrate high achievement and lead meaningful lives in a diverse society.

Mission:

To successfully educate all students to become lifelong learners who are responsible citizens in a global community.

GOAL ONE

Create a school culture and system of support to empower, inspire, and engage all students in all classrooms, ensuring that students feel welcome reducing the number of tardies and improving the attendance rate from 93% in 2017-2018 to 95% in 2018-2019.

Action Steps

- Adhere to the WAHS Progressive Plan for Discipline Procedures to manage student behavior. This includes teacher interventions (student conference, parent contact, student/parent conference), referral to the Early Intervention Team to provide social/emotional support, and ultimately administrative intervention. Teachers should use the referral feedback form to ensure consistent communication regarding student conduct.
- Teachers use the Early Intervention Team for additional support and strategies to meet the social/emotional needs of students.
- Teachers involve the MTSS process and team for layers of support related to student academic or behavioral concerns.

GOAL TWO

Student achievement in English II will increase from 64% GLP to 74% GLP and from 52% CCR to 62% CCR as measured by the 2018-19 EOC data.

Action Steps

- PLC's will meet regularly to unpack standards, collaborate/plan in regard to effective teaching strategies and practices, create formative assessments, and use the data team process to monitor and adjust instruction.
- Develop a system or form to track student data through the use of frequent formative assessment aligned to the course standards. Tracking student progress will encourage students' to take more ownership for their academic growth.
- Use technology and Web 2.0 tools to differentiate instruction and engage students in meaningful, challenging, and relevant activities that foster personalized learning and timely feedback.

GOAL THREE

Student achievement in math 1 will increase from 53% GLP to 63% GLP and 41% CCR to 51% CCR as measured by the 2018-19 EOC data.

Action Steps

- PLC's will meet regularly to unpack standards, collaborate/plan in regard to effective teaching strategies and practices, create formative assessments, and use the data team process to monitor and adjust instruction.
- Develop a system or form to track student data through the use of frequent formative assessment aligned to the course standards. Tracking student progress will encourage students' to take more ownership for their academic growth.
- Use technology and Web 2.0 tools to differentiate instruction and engage students in meaningful, challenging, and relevant activities that foster personalized learning and timely feedback.

GOAL FOUR

Build teacher capacity to develop and use formative assessments to track student data and their progress to monitor and promote positive student outcomes. Academic gains include improving ACT composite from 18.7 to 20, biology GLP from 56% to 66% and CCR from 49% to 59%, percentage of students scoring a level 3 or higher on AP exams from 74% to 80%, and CTE percent proficient on State exams from 77% to 85%.

Action Steps

- Teachers visit teachers - peer observations and informal classroom visits with colleagues.
- Tech Thursdays Professional Development
- Utilize the data team process and like subject area PLCs to analyze student data to monitor and adjust instruction.