

**Fulton County Schools
School Improvement Plan
2009-2012**

School WESTLAKE HIGH SCHOOL

Principal Dr. Byron White

What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Objective # 1	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
To improve student performance in math	9 th and 11 th graders	970	49.7%	% of students in grade 11 th passing the GHSGT in math	71.9%	74.2%	80%		
				% of students in grade 9 th passing the Math I EOCT in math	N/A	N/A	75%		
				% of magnet students in grade 11 th earning pass-plus on the GHSGT math section			85%		

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Checkpoints benchmark assessment data GHSGT results for grades 11 EOCT results for grade 9 Unit Assessments	Data Support Specialist Test Coordinator Data Support Specialist Classroom Teachers	18 weeks; 27 weeks Spring '10 Spring '10 At completion of Units

GHSGT Math Diagnostic Checkpoints Assessments were given 10/16/09. The assessment yielded the following results: 4.2% scored within the 0-24% correct range, 63.2% of the students scored within the 25-49% correct range, 31.6% scored within the 50-74% correct range, and 1% scored within the 75-100% range. The math standards that showed the greatest strengths were in the areas of: (a) solving problems that link concepts to one another (60%), (b) problem solving, reasoning, and (c) probability. The math standards that showed the greatest weaknesses include: (a) Finding the lateral and total areas of prisms, pyramids, cylinders, and cones, (b) communicates mathematical ideas by using language and symbolism, (c) States and applies the Pythagorean Theorem and its converse.

Math 1 Checkpoints were given 8/11/09. The assessment yielded the following strengths in the areas of exploring functions and solving simple equations. The areas of weaknesses include data analysis and probability and geometry.

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What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?
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Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Teachers will use planning time and content planning meetings held after-school to collaborate on a content basis to analyze results from the Checkpoints, EOCT and unit tests to identify strengths and weaknesses. Instructional strategies will be developed to address the weaknesses.	Classroom Teachers/Data Administrator	N/A
Teachers will utilize formative assessments weekly to determine student’s area of weakness and where applicable remediate or accelerate learning.	Classroom Teachers/Data Administrator	N/A
Students in grade 9 and 11 who are at-risk will participate in an afterschool and/or Saturday school program to enhance math performance skills.	Classroom Teachers	SLC/Title I Targeted funds for materials and supplies and teacher stipends
Extended learning classes will be offered to all grades after school.	Classroom Teachers	
Math teachers will meet monthly to participate in Professional Learning Communities (PLC) to showcase, demonstrate, and learn quality performance based activities.	Classroom Teachers	
All math content area teachers will meet monthly to develop lesson plans using the learning focus model, High Schools That Work tenets and GAPSS.		

Actions Taken – Mid-Year Update

The PLCs were designed to keep the instructional leadership active and consistent. The idea is to guide teachers towards our instructional expectations to facilitate academic outcomes. The reinforcement of best practice and to receive real time information from the classroom instructional leader that keeps the administration abreast of instructional learning concerns and learning impact. Instructional Leadership (Power Standards, AP redesign, Learning Guide development,) To date the following PLCs have been held with all faculty, Shared Vision and Mission, PLC! Why?, Data Walls, MAP, and Study Island, How to create formative assessments, Creating Learning Guides Part I (Defining the T/From Lesson Plans to Learning Guides), Creating Learning Guides Part 2 (The Q-Chart, Depth of Knowledge Chart and The Learning Guide Rubric), Creating Learning Guides Part 3 (Collaborative Strategies and Groups) The Essential Question, Module I for Fulton County.

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Actions Taken – End of Year Report		
What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Share information, plans, and assessment results through 3-4 week progress reports, parent meetings, and Parent conferences.	Classroom Teachers/Administrators/Parent Liaisons	Evening parent meeting snacks provided via Title I
Provide parents with access to the GHS GT on-line PLATO assessment systems for practice at home.	Data Administrator	N/A
Utilize peer facilitators during extended day activities to tutor students as needed and to assist them with completion of classwork.	Data Administrator	N/A
Involve LSAC with planning parent sessions.	Principal	N/A
Actions Taken – Mid-Year Update:		
<p>Teachers received Professional Development Training on Formative Assessments and the Westlake High School Data Process and Procedures. Additional 2-Day training in Achievement Series was conducted by Joshua Dove from the Office of Assessment and Evaluation. The Data Administrator met with all departments on how to use Data Charts and Walls to reflect weekly Formative Assessment Data. Once training was received, we implemented a school wide Common Weekly Formative Assessments in order to ensure students master the prescribed curriculum. Content Teams meet weekly to develop their Formative Assessments and submit to the Data Administrator for review. Random Data Walks are conducted by the Data Administrator and Zone Assistant Principals to monitor student/teacher progress.</p>		
Actions Taken – End of Year Report		
What initiatives/improvements will be implemented in the area of School Management to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Principal will conduct monthly PLC 1-hour meetings with teachers during their planning period to have data-talks per formative assessment results, improve teacher-student engagement levels, and to promote teacher's use of best practices.	Principal/Dean of Effective Instruction/ Data Administrator	N/A
Administrators will conduct daily walk-throughs per week to assess the level of standards	Principal/Assistant Principals	N/A

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based instruction, use of quality performance assessments and student engagement in learning.		
<p>Actions Taken – Mid-Year Update</p> <ol style="list-style-type: none"> 1. The administration convened a professional development day with all 11th grade math teachers and analyzed individual students Checkpoints test results and aligned all checkpoint items to the QCC standards. 2. The development of power standards were created from this work. 3. Phase III included developing curriculum maps to pace the level of specific instruction through the week of the test. 4. The Principal, 11th grade administrator, data administrator, and hand-touched every testing student's transcript specifically to review the CRCT, Checkpoints, EOCT data, academic within past math content related classes to determine "test fitness". 5. Students were selected to participate per the findings of these actions in one of several specialized learning programs such as the Lion's Learning Lab, Saturday Success School, Lunch and Learn Tutorials, and more specifically the daily advisement class. 6. The Advisement classes were restructured to emphasize math and science remediation and enhancement. <p>Weekly Administrators continuously conduct 5 or more walk-throughs weekly. The data reflected from the walk-throughs are discussed and used to drive instructional improvements facilitating greater student achievement as discussed during the PLCs and Leadership Team meetings.</p>		
<p>Actions Taken – End of Year Report</p>		
<p><i>Mid-Year Summary</i></p>		
<p>Preliminary conclusions regarding progress on this objective:</p> <p>The work detailed above demonstrates we're "a work in progress". It is our belief that the PLC concepts are being implemented with fidelity, and we are on our way to achieving a more instructionally coherent program of learning at WHS.</p>		

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What is a priority area for improving Student Achievement at your school? (Include no more than five, complete one form per objective.)			
Target Group	% of	Performance Measure(s)	Baseline
			Target/Indicator of Success
<p>1. We will continue to implement all school management, professional development initiatives with fidelity with hopes of attaining the goals as described.</p> <p>2. It is our belief that the PLC concepts are being implemented with fidelity, and we are on our way to achieving a more instructionally coherent program of learning at WHS. With this in mind, we have modified our PLC program bi-monthly sessions. The bi-monthly sessions will consist of the following:</p> <p>3. Workshop #1: CIS (Concern, Impact, Solution)- The Principal and teachers will complete the attached form and use PLC time to address concerns, gauge the problem's impact on student learning and brainstorm solutions.</p> <p>4. Workshop#2: Peer Observation- Instructors will use 15 minutes to visit the classroom of expert teachers and reflect on their own teaching practice. Forms will be submitted after each visit.</p>			
End of Year Summary			
Overall Conclusions regarding this Objective:			
Future Steps to Address this Objective:			

Principals Signature	Area Superintendent Signature		LSAC Chair Signature
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Objective # 2	Description	No.	Population		2007-08	2008-09	2009-10	2010-11	2011-12
To increase student performance in science	9 th , 10 th and 11 th graders	1533	78.6%	% of students in grade 11 th passing the GHSGT in science	76%	81%	90%		
				% of students in grade 9 th passing the Biology EOCT	50%	49.22%	65%		
				% of students in grade 10 th passing the Physical Science EOCT	46%	50.42%	65%		

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Checkpoints benchmark assessment data GHSGT results for grades 11 EOCT results for grade 9 and 10 Unit Assessments	Data Support Specialist Test Coordinator Data Support Specialist Classroom Teachers	18 weeks; 27 weeks Spring '10 Spring '10 At completion of Units

GHGST Science Diagnostic Checkpoints were administered 10/06/09. The assessment yielded the following strengths: Characteristics of Science where 27.2% of students tested scores 75-100% mastery. The areas of weakness included Biology and Physical Science. In Biology, 0% students scored 75-100% mastery and 68% scored 25-49% mastery. In Physical Science, 70.1% of students tested scored within the 25-49% mastery level and 0% of student scored 75-100% mastery

Biology Diagnostic Checkpoints were administered 08/11/09. The assessment yielded the following strengths: Characteristics of Science where 6% of students tested scored in the 75-100% mastery level. The areas of weaknesses were in the Biology co-requisite content where 0% of students tested scored within the 75-100% mastery level and 27% of students tested scored within the 0-25% mastery level.

Physical Science Checkpoints were administered 08/11/09. The assessment yielded the following strengths: Characteristics of Science where 2% of all students scored within the 75-100% mastery level and 24% scored within the 50-75% mastery level. The areas of weaknesses were in the Physical Science co-requisite content where 0% of all students tested scored in the 75-100% mastery level.

Units are being assessed weekly at the formative level and summative at the end of each unit. The results of these assessments are posted on each teacher's walls to assist with the assessment of skills mastered and provide information as to skills that need to be re-taught for mastery.

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The GHSGT and EOCT test results review pending the Spring administration.

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Teachers will use planning time and content planning meetings held after-school to collaborate on a content basis to analyze results from the Checkpoints, EOCT and unit tests to identify strengths and weaknesses. Instructional strategies will be developed to address the weaknesses.	Classroom Teachers/Data Administrator	N/A
Teachers will utilize formative assessments weekly to determine student's area of weakness and where applicable remediate or accelerate learning.	Classroom Teachers/Data Administrator	N/A
Students in grade 9, 10 and 11 who are at-risk will participate in an afterschool and/or Saturday school program to enhance math performance skills.	Classroom Teachers/Graduation Coach	SLC/Title I Targeted funds for materials and supplies and teacher stipends
Extended learning classes will be offered to all grades after school.	Classroom Teachers	
Science teachers will meet monthly to participate in Professional Learning Communities (PLC) to showcase, demonstrate, and learn quality performance based activities.	Classroom Teachers	
All Science content area teachers will meet monthly to develop lesson plans using the learning focus model, High Schools That Work tenets and GAPSS.		

Actions Taken – Mid-Year Update:

The PLCs were designed to keep the instructional leadership active and consistent. The idea is to guide teachers towards our instructional expectations to facilitate academic outcomes. The reinforcement of best practice and to receive real time information from the classroom instructional leader that keeps the administration abreast of instructional learning concerns and learning impact. Instructional Leadership (Power Standards, AP redesign, Learning Guide development,) To date the following PLCs have been held with all faculty, Shared Vision and Mission, PLC! Why?, Data Walls, MAP, and Study Island, How to create formative assessments, Creating Learning Guides Part I (Defining the T/From Lesson Plans to Learning Guides), Creating Learning Guides Part 2 (The Q-Chart, Depth of Knowledge Chart and The Learning Guide Rubric), Creating Learning Guides Part 3 (Collaborative Strategies and Groups) The Essential Question, Module I for Fulton

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Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Share information, plans, and assessment results through 3-4 week progress reports, parent meetings, and Parent conferences.	Classroom Teachers/Administrators/Parent Liaisons	Evening parent meeting snacks provided via Title I
Provide parents with access to the GHSGT on-line PLATO assessment systems for practice at home.	Data Administrator	N/A
Utilize peer facilitators during extended day activities to tutor students as needed and to assist them with completion of class work.	Data Administrator	N/A
Involve LSAC with planning parent sessions.	Principal	N/A

Preliminary conclusions regarding progress on this objective:

The work detailed above demonstrates we're "a work in progress". It is our belief that the PLC concepts are being implemented with fidelity, and we are on our way to achieving a more instructionally coherent program of learning at WHS.

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Additional action to be taken during remainder of this school year:

We will continue to implement all school management, professional development initiatives with fidelity with hopes of attaining the goals as described.

It is our belief that the PLC concepts are being implemented with fidelity, and we are on our way to achieving a more instructionally coherent program of learning at WHS. With this in mind, we have modified our PLC program bi-monthly sessions. The bi-monthly sessions will consist of the following:

Workshop #1: CIS (Concern, Impact, Solution)- The Principal and teachers will complete the attached form and use PLC time to address concerns, gauge the problem's impact on student learning and brainstorm solutions.

Workshop#2: Peer Observation- Instructors will use 15 minutes to visit the classroom of expert teachers and reflect on their own teaching practice. Forms will be submitted after each visit.

Peer facilitators were not used to tutor students as needed and listed; however, we have implemented a lunch tutorial for our disadvantaged and low socioeconomic subgroups.

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Principal will conduct monthly PLC 1-hour meetings with teachers during their planning period to have data-talks per formative assessment results, improve teacher-student engagement levels, and to promote teacher's use of best practices.	Principal/Dean of Effective Instruction/ Data Administrator	N/A
Administrators will conduct daily walk-throughs per week to assess the level of standards based instruction, use of quality performance assessments and student engagement in learning.	Principal/Assistant Principals	N/A

Actions Taken – Mid-Year Update

The PLCs were designed to keep the instructional leadership active and consistent. The idea is to guide teachers towards our instructional expectations to facilitate academic outcomes. The reinforcement of best practice and to receive real time information from the classroom instructional leader that keeps the administration abreast of instructional learning concerns and learning impact. Instructional Leadership (Power Standards, AP redesign, Learning Guide development,) To date the

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following PLCs have been held with all faculty, Shared Vision and Mission, PLC! Why?, Data Walls, MAP, and Study Island, How to create formative assessments, Creating Learning Guides Part I (Defining the T/From Lesson Plans to Learning Guides), Creating Learning Guides Part 2 (The Q-Chart, Depth of Knowledge Chart and The Learning Guide Rubric), Creating Learning Guides Part 3 (Collaborative Strategies and Groups) The Essential Question, Module I for Fulton.

Actions Taken – End of Year Report

Mid-Year Summary

Preliminary conclusions regarding progress on this objective:

The work detailed above demonstrates we're "a work in progress". It is our belief that the PLC concepts are being implemented with fidelity, and we are on our way to achieving a more instructionally coherent program of learning at WHS.

Additional action to be taken during remainder of this school year:

We will continue to implement all school management, professional development initiatives with fidelity with hopes of attaining the goals as described.

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Workshop #1: CIS (Concern, Impact, Solution)- The Principal and teachers will complete the attached form and use PLC time to address concerns, gauge the problem's impact on student learning and brainstorm solutions.

Workshop#2: Peer Observation- Instructors will use 15 minutes to visit the classroom of expert teachers and reflect on their own teaching practice. Forms will be submitted after each visit.

End of Year Summary

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

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Objective # 3	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
To improve student graduation rate	9th and 12 th graders	926	48%	% of students in grade 9 th earning five or more credits (promoted to 10 th grade)			85%		
				% of all students graduating (AYP)	83.5%	87.3%	92%		
				% of all black students graduating (AYP)	87.6%	87.7%	92%		
				% of economically disadvantaged students graduating (AYP)	79.5%	79.6%	85%		
What interim indicators will be used to monitor progress during the year for this objective?									
Data to be collected during 2009-10					Position Responsible			Frequency	
Checkpoints benchmark assessment data in math and science content areas					Data Support Specialist			18 weeks; 27 weeks	
GHSGT results for grades 11					Test Coordinator			Spring '10	
EOCT results for grade 9 and 10					Data Support Specialist			Spring '10	
Unit Assessments					Classroom Teachers			At completion of Units	
AYP Report Data					Principal/Test Coordinator			Spring '10	
<p><u>GHGST Science Diagnostic Checkpoints</u> were administered 10/06/09. The assessment yielded the following strengths: Characteristics of Science where 27.2% of students tested scores 75-100% mastery. The areas of weakness included Biology and Physical Science. In Biology, 0% students scored 75-100% mastery and 68% scored 25-49% mastery. In Physical Science, 70.1% of students tested scored within the 25-49% mastery level and 0% of student scored 75-100% mastery</p> <p><u>Biology Diagnostic Checkpoints</u> were administered 08/11/09. The assessment yielded the following strengths: Characteristics of Science where 6% of students tested scored in the 75-100% mastery level. The areas of weaknesses were in the Biology co-requisite content where 0% of students tested scored within the 75-100% mastery level and 27% of students tested scored within the 0-25% mastery level.</p> <p><u>GHSGT Math Diagnostic Checkpoints Assessments</u> were given 10/16/09. The assessment yielded the following results: 4.2% scored within the 0-24% correct range, 63.2% of the students scored within the 25-49% correct range, 31.6% scored within the 50-74% correct range, and 1% scored within the 75-100% range.</p>									

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The math standards that showed the greatest strengths were in the areas of: (a) solving problems that link concepts to one another (60%), (b) problem solving, reasoning, and (c) probability. The math standards that showed the greatest weaknesses include: (a) Finding the lateral and total areas of prisms, pyramids, cylinders, and cones, (b) communicates mathematical ideas by using language and symbolism, (c) States and applies the Pythagorean Theorem and its converse. Units are being assessed weekly at the formative level and summatively at the end of each unit. The results of these assessments are posted on each teacher's walls to assist with the assessment of skills mastered and provide information as to skills that need to be re-taught for mastery. The GHSGT and EOCT test results review pending the Spring administration.

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Teachers will use planning time and content planning meetings held after-school to collaborate on a content basis to analyze results from the Checkpoints, EOCT and unit tests to identify strengths and weaknesses. Instructional strategies will be developed to address the weaknesses.	Classroom Teachers/Data Administrator	N/A
Teachers will utilize formative assessments weekly to determine student's area of weakness and where applicable remediate or accelerate learning.	Classroom Teachers/Data Administrator	N/A
Students in grade 9, 10 and 11 who are at-risk will participate in an afterschool and/or Saturday school program to enhance math performance skills.	Classroom Teachers/Graduation Coach/Data Administrator	SLC/Title I Targeted funds for materials and supplies and teacher stipends
Extended learning classes will be offered to all grades after school.	Classroom Teachers	
Math teachers will meet monthly to participate in Professional Learning Communities (PLC) to showcase, demonstrate, and learn quality performance based activities.	Classroom Teachers	
All math content area teachers will meet monthly to develop lesson plans using the learning focus model, High Schools That Work tenets and GAPSS.		

Actions Taken – Mid-Year Update

Teachers received Professional Development Training on Formative Assessments and the Westlake High School Data Process and Procedures. Additional 2-Day training in Achievement Series was conducted by Joshua Dove from the Office of Assessment and Evaluation. The Data Administrator met with all departments on how to use Data Charts and Walls to reflect weekly Formative Assessment Data. Once training was received, we implemented a schoolwide Common Weekly Formative Assessments in order to ensure students master the prescribed curriculum. Content Teams meet weekly to develop their Formative Assessments and

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submit to the Data Administrator for review. Random Data Walks are conducted by the Data Administrator and Zone Assistant Principals to monitor student/teacher progress.

The withdrawal from school process will be followed as listed below:

1. Request in person must be made by parent/ listed on SASI with proper Identification. Copies of all supporting documents should be made.
2. Individual making request MUST be listed as the person "responsible" for the child
3. After request has been made and verified, parent will receive appropriate FCS/WHS forms for completion
4. Paperwork will be prepared by Counseling Secretary
3. Teacher will complete form and return it to Counseling Secretary
4. No dropout codes should be used unless the student has received and Exit Interview from their counselor or the graduation coach.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Share information, plans, and assessment results through 3-4 week progress reports, parent meetings, and Parent conferences.	Classroom Teachers/Administrators/Parent Liaisons	Evening parent meeting snacks provided via Title I
Provide parents with access to the GHSGT on-line PLATO assessment systems for practice at home.	Data Administrator	N/A
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Involve LSAC with planning parent sessions.	Principal	N/A

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Actions Taken – Mid-Year Update:

Peer facilitators were not used to tutor students as needed and listed; however, we have implemented a lunch tutorial for our disadvantaged and low socioeconomic subgroups

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Principal will conduct monthly PLC 1-hour meetings with teachers during their planning period to have data-talks per formative assessment results, improve teacher-student engagement levels, and to promote teacher’s use of best practices.	Principal/Dean of Effective Instruction/ Data Administrator	N/A
Administrators will conduct daily walk-throughs per week to assess the level of standards based instruction, use of quality performance assessments and student engagement in learning.	Principal/Assistant Principals	N/A

Actions Taken – Mid-Year Update:

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Actions Taken – End of Year Report

Mid-Year Summary

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Preliminary conclusions regarding progress on this objective:

The work detailed above demonstrates we're "a work in progress". It is our belief that the PLC concepts are being implemented with fidelity, and we are on our way to achieving a more instructionally coherent program of learning at WHS.

Additional action to be taken during remainder of this school year:

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End of Year Summary

Overall Conclusions regarding this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

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Objective # 4	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
To improve student daily attendance	9 th , 10 th , 11 th and 12 th graders	1949	100%	% of 9 th graders absent 15 days or less		18.12%	10%		
				% of 10 th graders absent 15 days or less		15.65%	12%		
				% of 11 th graders absent 15 days or less		17.78%	15%		
				% of 12 th graders absent 15 days or less		23.06%	19%		
				% of all students absent 15 days or less		18.26%	15%		

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Student Attendance	Attendance Clerk; Social Worker	Daily
Teacher Accuracy Attendance Report	Attendance Clerk; Social Worker	Daily
Student Absences Report	Social Worker	Weekly

Interim Data Collected – Mid-Year Update:
 To date our students have attended school daily at an astounding rate. According to our data, 29 students out of 1901 are deemed chronically absent students, as a result of being absent 15 or more days. This further means less than 1.8% of our 9th, 10th, and 11th grade students are attending school with an average is 98.2.

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Attendance Calling Post (Tardy to Class & Absent from Class Notification) Early Notification Letters Mailed to Past Chronic Offenders Student of the Month 3, 5, 7 and 10 day attendance notification letters mailed	Attendance Clerks Social Workers Assistant Principal	Cost Center

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Legal Policy followed as deemed appropriate		
<p>Actions Taken – Mid-Year Update</p> <p>Both Social Workers were dispatched to complete home visits to gain a clearer disposition to garner reasons why students have been chronically absent. Administrative parent conferences were held for students to discuss alternatives</p> <p>Evaluations of the attendance process, calling post and teleparent have served as great tools to assess the demons</p>		
<p>Actions Taken – End of Year Report</p>		
<p>What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?</p>		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Grade Level Parent Nights Curriculum Focused PTSA Nights LSAC Work Products Career Day Unity Retreat (PTSA, LSAC, and Administration) Partners in Education Gender-Based Character Education	Dean of Effective Instruction Department Chairs LSAC Committee Assistant Principal Graduation Coach Dean of Assessment & Evaluation Men of Westlake	Fund-Raiser Partner Donation In-Kind
<p>Actions Taken – Mid-Year Update</p> <p>All parent meetings and curriculum nights were themed with a discussion of the WHS strategic planning goals. Information regarding the assessment data, and standardized testing data was included. Future meetings with the LSAC and PTSA will include additional discussions as to future goal setting, planning and focusing of support.</p>		
<p>Actions Taken – End of Year Report</p>		
<p>What initiatives/improvements will be implemented in the area of School Management to support this objective?</p>		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources

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<p>Reorganization: Administrative Restructuring (Zone Management)</p> <p>Student/Teacher Management: Revised Teacher Attendance Policy and Procedures</p>	<p>Principal Area Superintendent Administrative Team</p>	<p>Cost Center</p>
<p>Actions Taken – Mid-Year Update Administrative restructuring of WHS within Zones complete and working successfully. Zones include Zone 200-12th grade; Zone 250-11th grade; Zone 400-10th grade; and Zone 450-9th grade academy. Data Walks are conducted by the Data Administrator and Zone Assistant Principals to monitor student/teacher progress. Teacher and student attendance policies were reviewed to ensure compliance with local board policy.</p>		
<p>Actions Taken – End of Year Report</p>		
<p><i>Mid-Year Summary</i></p>		
<p>Preliminary conclusions regarding progress on this objective: We conclude based on the data as reported that we will far exceed our performance as benchmarked and will meet the targeted goals for all grade levels.</p>		
<p>Additional action to be taken during remainder of this school year: Additional actions to include grade level meetings, grade level parent meetings to acquaint new students and reemphasize to current students attendance expectations. Letters, phone calls, calling posts, teleparent automated communication with the parents weekly will continue to be Mentorship programs to include the Men of Westlake, Ladies of Westlake, and our “newly created and designed HYPE program will include students at-risk of poor attendance, class failures, and chronic behavior students to improve behaviors.</p>		
<p><i>End of Year Summary</i></p>		
<p>Overall Conclusions regarding this Objective:</p>		
<p>Future Steps to Address this Objective:</p>		

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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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Objective # 5	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
To improve magnet student performance in math and science	11 th graders			% of magnet students in grade 11 th earning pass plus on the GHS GT in math	N/A	N/A	85%		
				% of magnet students in grade 11 th earning pass plus on the GHS GT in Science			85%		
				% of magnet students scoring a 3 or better on the AP Calculus exam			40%		
				% of magnet students scoring a 3 or better on the AP Physics exam			30%		

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Checkpoints benchmark assessment data	Data Support Specialist	18 weeks; 27 weeks
GHS GT results for grades 11	Test Coordinator	Spring '10
Student Failure Rates	Math Instructional Coach	Spring '10
EOCT results for Math I, and II students	Data Support Specialist	At completion of Units
Unit Assessments	Classroom Teachers	

The results of the 2009 GHS GT Pass Plus rate in Math for magnet students were 87%. The Fulton county average for Pass Plus was 69%. The goal of 85% has been met in Math. The results of the 2009 GHS GT Advanced Proficiency or Pass Plus in Science indicated that 41% of magnet students achieved that goal. The Fulton county average for Advanced Proficiency in Science was also 41%.

The performance measure(s) verbiage was changed to further define "passing score". A passing score on an AP exam is defined as a 3 or better; therefore, the terminology now reads "% of magnet students scoring a 3 or better on the AP exam"

In the areas of Calculus and Physics, 0% of magnet students scored a 3 or better on the AP exams. The total number of students who attempted the AP Calculus exam was 3. Two students scored a 2 and one student scored a 1. The total number of students who attempted the AP Physics exam was 2. One student scored a

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1 and one student scored a 0.

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Teachers will use planning time and content planning meetings held after-school to collaborate on a content basis to analyze results from the Checkpoints, EOCT and unit tests to identify strengths and weaknesses. Instructional strategies will be developed to address the weaknesses.	Classroom Teachers/Data Administrator	N/A
Teachers will utilize formative assessments weekly to determine student's area of weakness and where applicable remediate or accelerate learning.	Classroom Teachers/Data Administrator	N/A
Extended learning classes will be offered to all grades after school.	Classroom Teachers	SLC/Title I Targeted funds for materials and supplies and teacher stipends
Math teachers will meet monthly to participate in Professional Learning Communities (PLC) to showcase, demonstrate, and learn quality performance based activities.	Classroom Teachers	
All math content area teachers will meet monthly to develop lesson plans using the learning focus model, High Schools That Work tenets and GAPSS.	Classroom Teachers	
AP Course redesign meetings to inform instruction, lesson planning, and improve student learning.	AP Teachers; Principal	Local School
AP Site Visits to schools with successful pass rates to learn and interpret best practices.	AP Teachers; Principal	Local School

Actions Taken – Mid-Year Update

Teacher will use planning time and content planning meetings held afterschool to collaborate on a content basis to analyze results from the Checkpoints, EOCT and unit tests to identify strengths and weaknesses. Instructional strategies will be developed to address the weaknesses.

Teachers developed their Continuous Improvement Plans (CIP's) through their departmental meetings and content teams. The CIP's have disaggregated testing data from the Georgia High School Graduation Checkpoints Test Administration in October of 2009 and content specific EOCT classes. Teachers have utilized their Learning Guides and Curriculum Maps to ensure that all departmental goals and individual teaching goals are met.

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Teachers received Professional Development Training on Formative Assessments and the Westlake High School Data Process and Procedures. Additional 2-Day training in Achievement Series was conducted by Joshua Dove from the Office of Assessment and Evaluation. The Data Administrator met with all departments on how to use Data Charts and Walls to reflect weekly Formative Assessment Data. Once training was received, we implemented a schoolwide Common Weekly Formative Assessments in order to ensure students master the prescribed curriculum. Content Teams meet weekly to develop their Formative Assessments and submit to the Data Administrator for review. Random Data Walks are conducted by the Data Administrator and Zone Assistant Principals to monitor student/teacher progress.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Share information, plans, and assessment results through 3-4 week progress reports, parent meetings, and Parent conferences.	Classroom Teachers/Administrators/Parent Liaisons	Evening parent meeting snacks provided via Title I
Provide parents with access to the GHS GT on-line PLATO assessment systems for practice at home.	Data Administrator	N/A
Utilize peer facilitators during extended day activities to tutor students as needed and to assist them with completion of class work.	Data Administrator	N/A
Involve LSAC with planning parent sessions.	Principal	N/A

Mid-year update:

The parent liaison has conducted several meetings with parents to provide resources regarding tutoring, parent assistance, and upcoming student achievement testing. The parent liaison, data support specialist and math coach also held a parent night where the results of the school's data was presented, parent resources were provided and study tips were given regarding improving math test scores. Regular newsletters are also sent to parents regarding upcoming events, resources, and tutoring opportunities.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
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<p>Principal will conduct monthly PLC 1-hour meetings with teachers during their planning period to have data-talks per formative assessment results, improve teacher-student engagement levels, and to promote teacher's use of best practices.</p>	<p>Principal/Dean of Effective Instruction/ Data Administrator</p>	<p>N/A</p>
<p>Administrators will conduct daily walk-throughs per week to assess the level of standards based instruction, use of quality performance assessments and student engagement in learning.</p>	<p>Principal/Assistant Principals</p>	<p>N/A</p>
<p>Principal will meet weekly with the Math Instructional Coach and Math Department Chair to assess and discuss teacher instruction and student learning goals.</p>	<p>Principal/Math Coach/Department Chair</p>	<p>N/A</p>
<p>The math coach, math department chairperson, and principal meet weekly and discuss checkpoints results, areas of weaknesses, and examine strengths. Outcomes of these meetings include the development of Georgia Power Standards for Math. A school wide GSHGT plan was created and implemented to increase GSHGT pass/pass plus rates for students. The transcripts of students were evaluates to determine student competencies and courses needed for successful completion of the program. Specific courses were developed and implemented to accommodate individual student needs.</p>		
<p>Actions Taken – End of Year Report</p>		
<p>Mid-Year Summary</p>		
<p>Preliminary conclusions regarding progress on this objective:</p> <p>The work detailed above demonstrates we're "a work in progress". It is our belief that the PLC concepts are being implemented with fidelity, and we are on our way to achieving a more instructionally coherent program of learning at WHS.</p>		
<p>Additional action to be taken during remainder of this school year:</p> <p>We will continue to implement all school management, professional development initiatives with fidelity with hopes of attaining the goals as described.</p> <p>It is our belief that the PLC concepts are being implemented with fidelity, and we are on our way to achieving a more instructionally coherent program of learning at WHS. With this in mind, we have modified our PLC program bi-monthly sessions. The bi-monthly sessions will consist of the following:</p> <p>Workshop #1: CIS (Concern, Impact, Solution)- The Principal and teachers will complete the attached form and use PLC time to address concerns, gauge the problem's impact on student learning and brainstorm solutions.</p> <p>Workshop#2: Peer Observation- Instructors will use 15 minutes to visit the classroom of expert teachers and reflect on their own teaching practice. Forms will be submitted after each visit.</p>		
<p>End of Year Summary</p>		

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Overall Conclusions regarding this Objective:
The WHS Administration believes the initiatives as described above will allow us to meet our prescribed goals.

Future Steps to Address this Objective:

Principals Signature	Area Superintendent Signature		LSAC Chair Signature	
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