

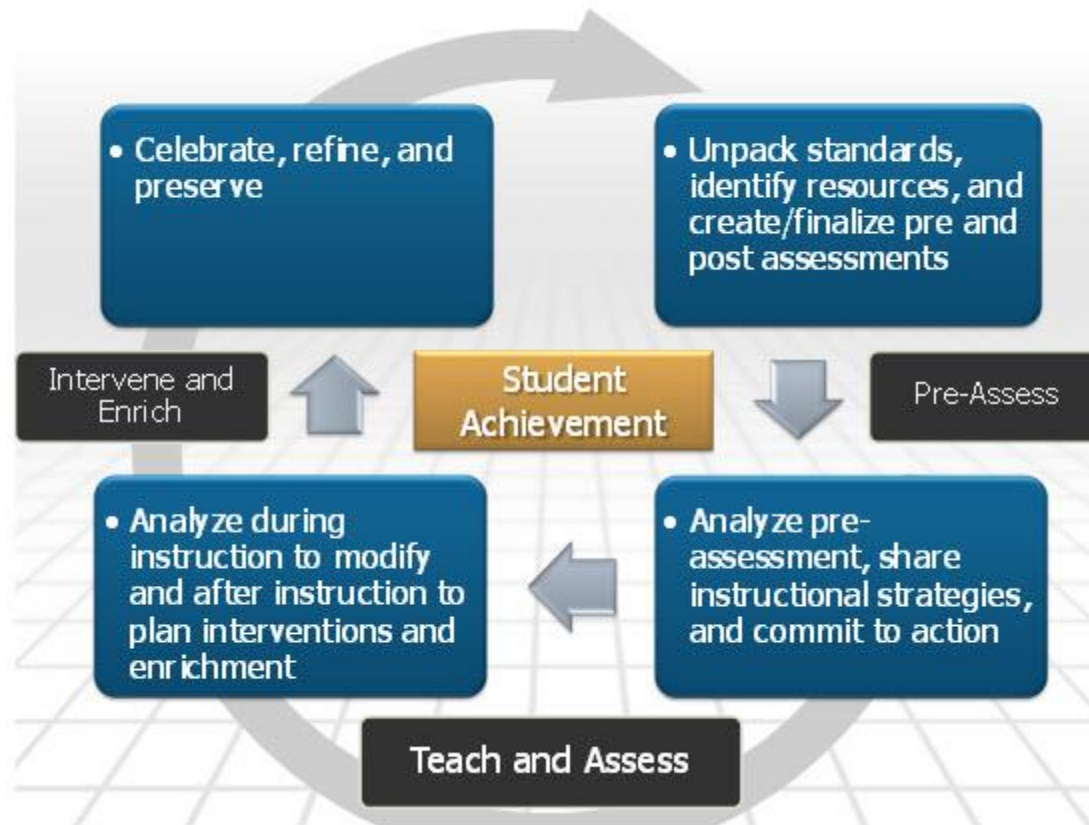
**Fairfax County Public Schools
2015-16 School Plan**



West Potomac High School
Region 3

Alexander B. Case, Principal

Collaborative Team Cycle



BELIEFS, MISSION AND VISION STATEMENTS

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

Each student is entitled to an excellent education that meets his or her individual needs.

Effective educators are essential to student success.

We thrive in a vibrant, healthful, safe, enriching, and respectful environment.

A well-rounded education enables students to lead productive, fulfilling, creative and culturally rich lives.

A successful education system fosters effective communication, critical thinking, creativity and collaboration.

A dynamic partnership among students, parents, educators and with the community is critical to meet student needs and provide enriching experiences.

Families play a fundamental role in their children's education.

Our diversity is a strength that creates resilient, open and innovative global citizens.

High expectations inspire high performance.

An educated citizenry sustains our economy and our system of self-governance.

Self-motivation and personal responsibility are keys to future success.

Early childhood education is crucial to school readiness and future success.

Reading proficiency by third grade is critical for the academic success of all students.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools inspires and empowers students to meet high academic standards, lead ethical lives, and be responsible and innovative global citizens.

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

Looking to the Future

FCPS prepares all students for the world of the future by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy and motivated to pursue learning throughout their lifetimes.

Commitment to Opportunity

FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

Community Support

Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

Achievement

Fairfax County students achieve at high levels in all core areas and across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, technology, communication, and critical thinking skills in preparation for the work of the world. FCPS provides a breadth and depth of opportunities to allow all students to stretch their capabilities and pursue their passions.

Accountability

FCPS is accountable for the academic achievement of all students. FCPS measures academic progress, to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

West Potomac High School Vision, Mission, and Beliefs

Vision Statement

We are the World's Greatest High School.

Aspiring every day to nurture the talents, ideas, and skills of each member of our learning community, we challenge each other to be better versions of ourselves. Learning and growth are the drivers in our staff, faculty, and students' lives.

Mission Statement

West Potomac High School celebrates its proud past as it builds an exciting future through an engaging curriculum, systems of student support, and a connected community.

Beliefs

- High expectations for learning must be set and reached inside and outside of our classrooms;
- All students will have opportunity and access to a rigorous curriculum and engaging learning experiences;
- Teaching will be tailored to individual learning needs to maximize student success and prepare all Wolverines for their futures;
- Instructional technology integration aids West Potomac teaching, learning, and assessment;
- An atmosphere of mutual respect, open communication, and trust will extend across all West Potomac stakeholders; and
- Every Wolverine must have opportunities to practice leadership, service, and citizenship.

For information on special programs at West Potomac High School, please refer to the School Profile:

http://commweb.fcps.edu/schoolprofile/profile.cfm?profile_id=200

2015-2016 SCHOOL FOCUS AREAS

1
ENGAGED
LEARNING

2
SUPPORT
SYSTEMS

3
DEEPEMED
COMMUNITY

WHP

Excellence is a
30 year
Tradition

WEST POTOMAC HIGH SCHOOL
2015-2016

SCHOOL PLAN COMMITTEE MEMBERS

Name	Position	Name	Position
Alexander Case	Principal	Mary Mathewson	English Department Chair
Kathy Bowdring	Academy Administrator	Kevin McMahon	Director of Student Services
Sue Capper	Parent Teacher Student Association (PTSA) President	Adya Meeks	Head Librarian
Philip Lee Clark	Arts Department Chair	Courtney Miller	Special Education Department Chair
Yamalie Colon	World Languages Department Chair	Emily Millians	School Plan Coordinator
Russ Easter	Assessment Coach	Janice Monroe	Assistant Principal
Zina Facemire	School Based Technology Specialist	Laura Moore	Assistant Principal
Maria Faz	Assistant Principal	Sal Olivo	Social Studies Department Chair
Drew Hamlin	Assistant Principal	Becky Poljac	Career and Technical Education Department Chair
Aaron Helmick	Director of Student Activities	Jeremiah Ross	Systems of Support Adviser
Dana Hubbard	AVID Program Coordinator	Tracy Sawyers	Math Department Chair
Garrett Hubbard	Science Department Co-chair	Sara Veinbergs	Advanced Academics Coordinator, and Science Department Co-chair
Emma Kelly	Student Government Association (SGA) President	Kazue Watlington	School Counselor
Maria Faz	Assistant Principal	Paul Watlington	English for Speakers of Other Languages Department Chair
Michelle Lyttle	Assistant Principal	TJ White	Health and Physical Education Department Chair
Barbara Mahony	Assistant Director of Student Activities		

TIMELINE OF SIP COMMITTEE MEETINGS

Date of Meeting	Committee/Subcommittee	Administrator Scheduled to Attend
August 7, 2015	Instructional Council Retreat, Day 1	All administrators
August 26, 2015	Instructional Council Retreat, Day 2	All administrators
September 30, 2015	All School Plan Teams Meeting	All administrators
October 28, 2015	All School Plan Teams Meeting	All administrators
November 25, 2015 (virtual)	All School Plan Teams Meeting	All administrators
January 27, 2016	All School Plan Teams Meeting	All administrators
February 24, 2016	All School Plan Teams Meeting	All administrators
May 25, 2016	All School Plan Teams Meeting	All administrators
June 15, 2016	All School Plan Teams Meeting	All administrators

RESULTS AND REFLECTIONS FROM 2014-2015

Literacy Goal

Raise the Bar Goal

With increased school-wide attention to literacy strategies and explicit academic vocabulary instruction, student performance on the English Reading SOL will increase from 87 to 92% and the mean score for student performance on the SAT Critical Reading sections for the Class of 2015 will increase by at least 10% to 578.

Close the Gap Goal

Sub-group performance will increase on English 11 Reading SOL by at least 10%.

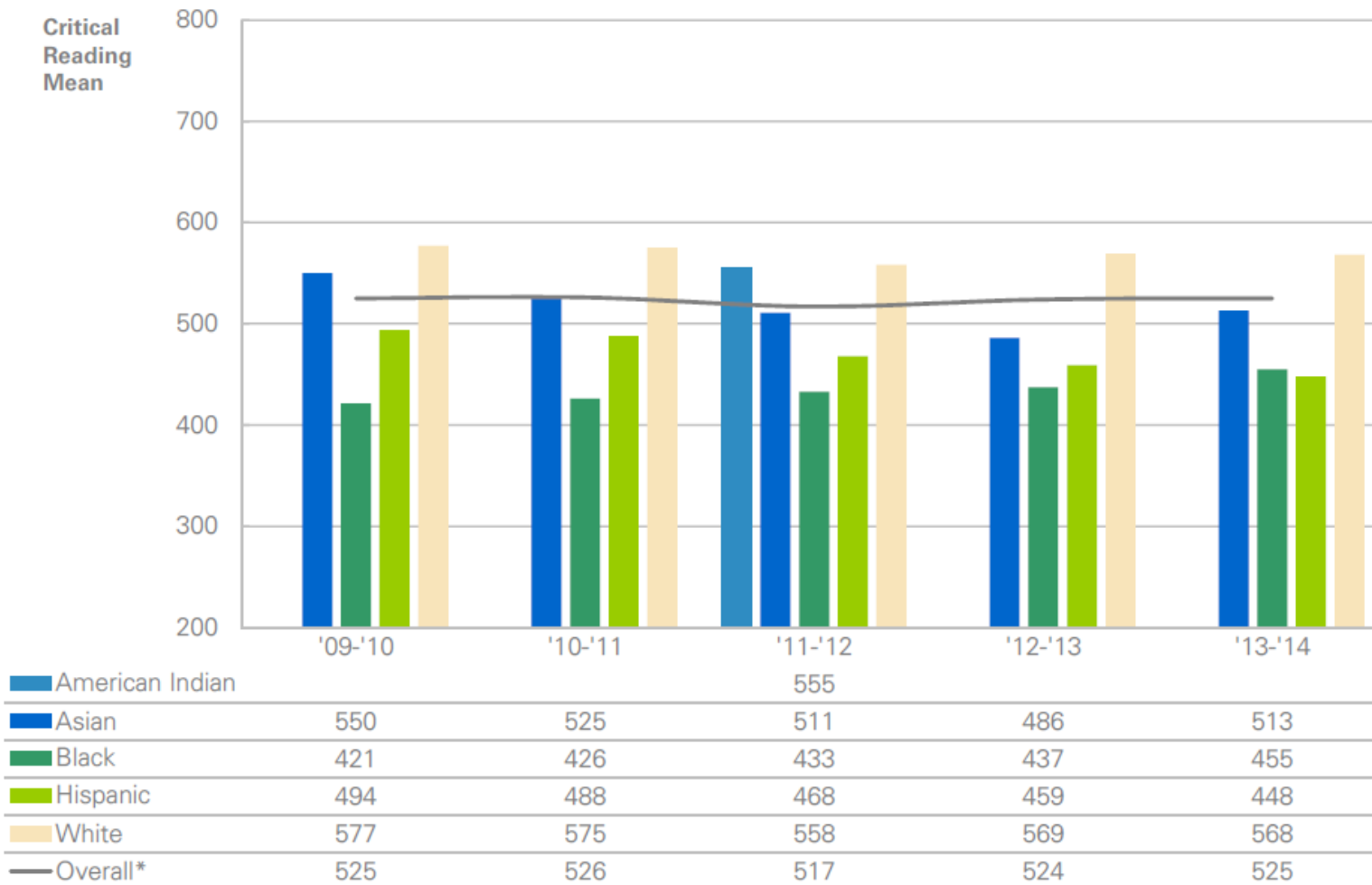
- Black to 79%.
- Hispanic to 79%.
- SPED to 63%.
- Economically Disadvantaged to 80%.
- Limited English Proficient to 64%.

We were most pleased that our school began to seize explicit literacy instruction as a cross-cutting curricular focus last year. During 2014-2015, a teacher-led literacy action committee was formed. This shared leadership group introduced 50 critical academic words to faculty and staff (based on Marilee Springer's *Teaching the Critical Vocabulary of the Common Core*) and conducted follow up training in partnership with the administration on FCPS Strategic Planning days. We also instituted and carried forward a year-long professional learning focus of Advancement Via Individual Determination (AVID) engagement strategies by organizing our discussion of engagement strategies under the WICOR (writing, inquiry, collaboration, organization, reading) framework. This work increased awareness of and conscious use of high-yield literacy and engagement strategies throughout all classes in the building. A highlight of the year's professional learning plan was a WICOR Share Fair in March 2015 with presenters from all departments in the school underscoring their understanding of engagement and literacy instruction's importance and content-rich examples of those strategies in action. Teacher feedback to the 2014-2015 professional learning plan asked for more share fairs and requested opportunities to see the strategies in use with students, which will be implemented this coming year through strategy walks.

In terms of student stretch learning, we were pleased to see the mean score on the SAT Critical Reading sections improved from 524 to 525. Unfortunately, our current performance in foundation learning, as measured by SOL exams saw student performance on the 11th grade reading SOL at 82.27% passing, a decline from 87% in 2013-2014. English SOL sub-group performance also declined in several categories despite our efforts to close gaps:

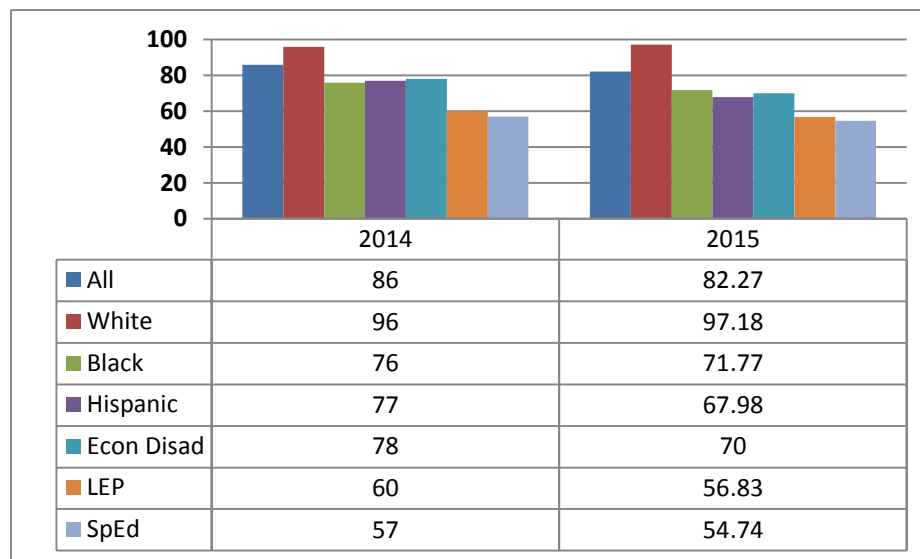
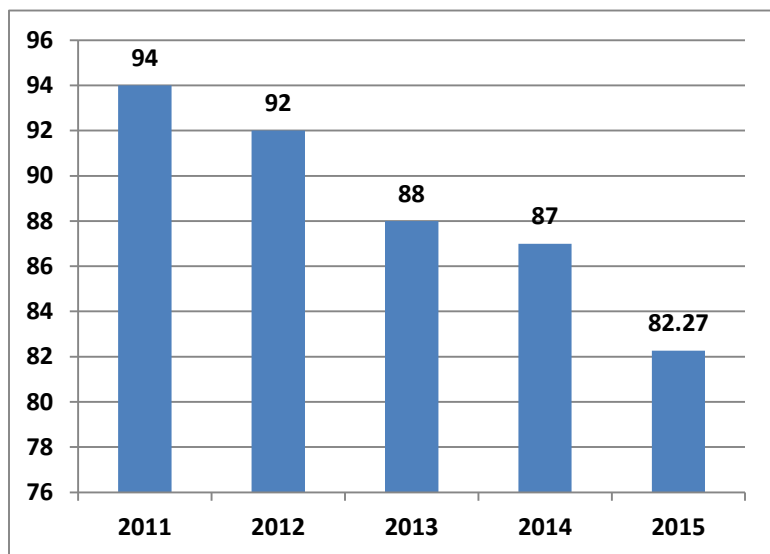
- Black from 76 to 71.77%.
- Hispanic from 77 to 67.98%.
- Economically Disadvantaged 78 to 70%.
- Limited English Proficient from 60 to 56.83%.
- Special Education from 57 to 54.74%.

Five Year SAT Critical Reading Performance



Source: College Board

English 11 Reading SOL Performance 2011-2015



Source: VA School Report Card and FCPS Command Center

In analyzing strand data and overall performance trends, we recognize the need to extend and continue our work to promote explicit literacy instruction across the entire high school curriculum. We are experiencing a rapid demographic change underscored by data points such as our Level 1 English Language Learner student counts increasing from 31 to 92 in one calendar year. Headed into 2015-2016, we have been able to place more students appropriately in reading support classes and expanded the number of sections of Developing and Expanding Literacies for the coming year. This summer English teachers spent several days with the English eCart specialist from Instructional Services to examine released SOL assessment items, align them to the Program of Studies, categorize them by skill, and develop common assessments that can provide baseline data and measure progress towards essential skills.

With literacy a known concern throughout our pyramid, and with our feeder middle school Accredited with Warning in English based on 2014-2015 performance, we are committed to a focus on literacy as measured by SOL performance. We plan to replicate the school improvement processes used by our mathematics department as these led to our successful exit from Accredited with Warning status in one year. Though there is not an imminent accreditation concern in English, we are confident that increased use of the collaborative team cycle by the English department, along with continued implementation of literacy strategies school wide, will produce positive achievement results. We will set our improvement targets for literacy using the state’s annual measurable objective (AMO) targets.

Mathematics Goal

Raise the Bar Goal

By the end of the year, the percentage of students passing end-of-course Mathematics SOL exams will exceed 70%.

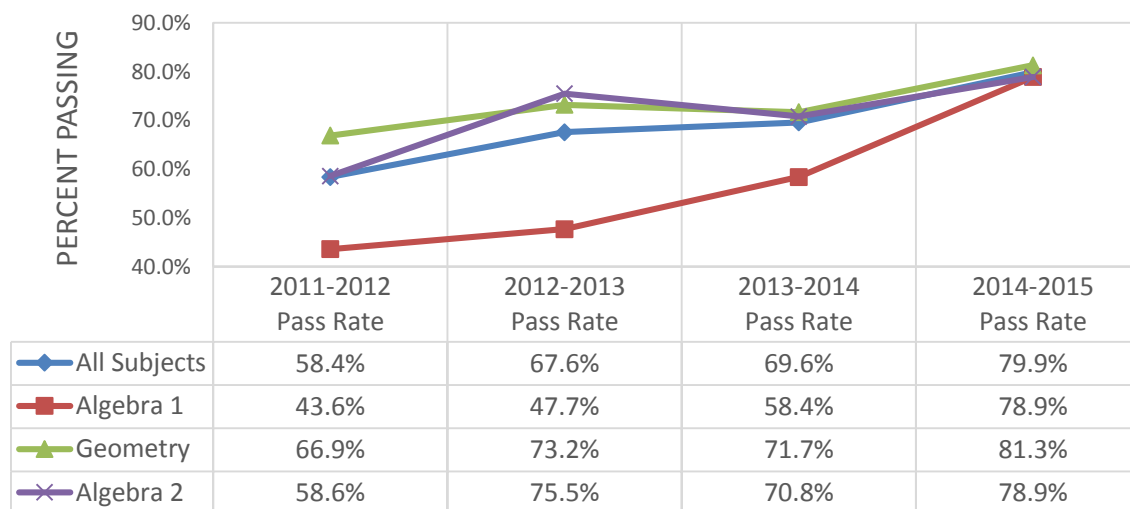
Close the Gap Goal

By the end of the year, pass rates on EOC Math SOL exams for 2015 in each subgroup will increase by 10%:

- Black from 52 to 55.7%.
- Hispanic from 59 to 62.2%.
- SPED from 32 to 37.7%.
- Economically Disadvantaged from 54 to 58.5%.
- LEP from 49 to 60.3%.

Because of the school's accreditation with warning status last school year, math CTs underwent an intensive process to align curriculum and common assessments, and to monitor student progress goals. The teams developed student progress goals based on a review of SOL data and identifying areas in which students had most struggled. Instruction focused on the aligned curriculum with an emphasis on the areas identified in the student progress goals. Math teams implemented interventions with students based on common assessment results. Math collaborative teams developed their capacity to move through the instructional cycle and to do so with increasing frequency (see Appendix). We will continue to build the capacity of the math CTs through continued administrative support and through a math instructional coach. We will set our targets for the mathematics goal using the state's AMOs that are the basis of accreditation. Both our Raise the Bar and Close the Gap goals were met.

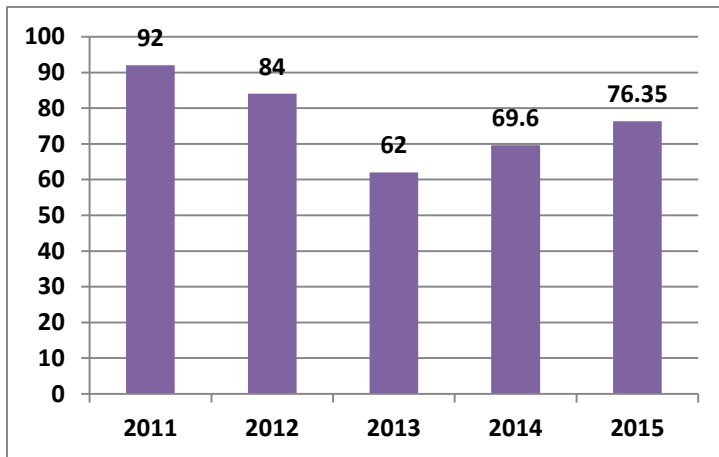
OVERALL PERFORMANCE (POST 2010 STANDARDS)



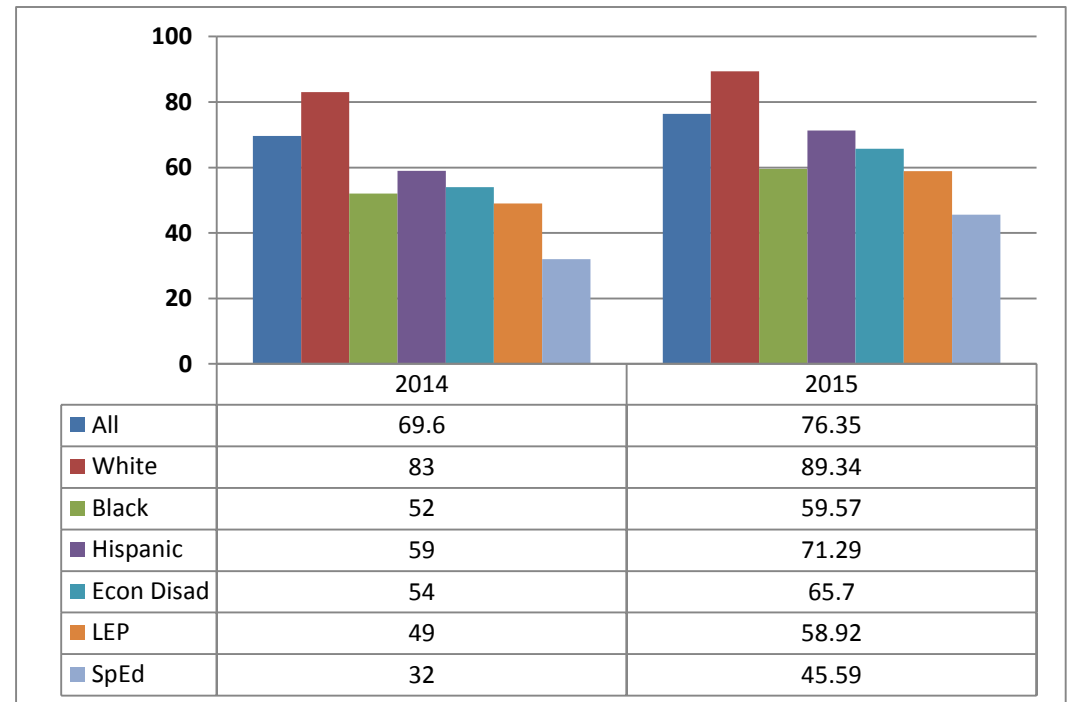
Student performance on Math EOC tests was 76.35% (unadjusted pass rate) and close to 80% inclusive of retakes. Performance in math also rose for all sub-groups:

- Black 52 to 59.57%.
- Hispanic from 59 to 71.29%.
- Economically Disadvantaged from 54 to 65.7%.
- Limited English Proficient from 49 to 58.92%.
- SPED from 32 to 45.59%.

Mathematics SOL Pass Rate, 2011-2015



Source: VA School Report Card and FCPS Command Center



Math Pass Rates by Course and Sub-Group, 2012-2015

ALGEBRA 1

Sub-Group	2011-2012 Pass Rate	2012-2013 Pass Rate	2013-2014 Pass Rate	2014-2015 Pass Rate	One Year % Change	Total % Change
Asian	35.3%	58.8%	70.0%	100.0%	+30.0%	+64.7%
Black	46.7%	37.8%	48.8%	74.2%	+25.4%	+27.5%
Hispanic	32.3%	45.2%	56.4%	78.1%	+21.7%	+45.8%
White	63.5%	66.7%	69.6%	84.5%	+14.9%	+21.0%
LEP	37.7%	44.8%	55.2%	74.5%	+19.3%	+36.8%
SPED	23.3%	21.5%	38.0%	52.2%	+14.2%	+28.9%

GEOMETRY

Sub-Group	2011-2012 Pass Rate	2012-2013 Pass Rate	2013-2014 Pass Rate	2014-2015 Pass Rate	One Year % Change	Total % Change
Asian	78.0%	77.5%	81.8%	88.6%	+6.8%	+10.6%
Black	41.0%	61.0%	53.0%	62.3%	+9.3%	+21.3%
Hispanic	51.6%	57.1%	61.4%	76.8%	+15.4%	+25.2%
White	83.8%	90.9%	88.9%	91.3%	+2.4%	+7.5%
LEP	47.7%	52.8%	45.2%	48.2%	+3.0%	+0.5%
SPED	34.2%	42.2%	27.4%	48.2%	+20.8%	+14.0%

ALGEBRA 2

Sub-Group	2011-2012 Pass Rate	2012-2013 Pass Rate	2013-2014 Pass Rate	2014-2015 Pass Rate	One Year % Change	Total % Change
Asian	61.0%	88.6%	86.5%	81.8%	-4.7%	+20.8%
Black	47.0%	51.2%	52.0%	52.2%	+0.2%	+5.2%
Hispanic	38.6%	62.0%	57.3%	72.5%	+15.2%	+33.9%
White	74.7%	85.7%	83.2%	94.1%	+10.9%	+19.4%
LEP	37.2%	58.7%	40.7%	52.6%	+11.9%	+15.4%
SPED	28.3%	42.9%	33.3%	44.9%	+11.6%	+16.6%

Source: VA School Report Card and FCPS Command Center

On Time Graduation Goal

On-Time Graduation Goals

1. By the end of the 2014-2015 school year, the four-year Federal Graduation Indicator for the class of 2015 will increase by at least 10% from 80 to 88 percent.
2. By the end of the year, the Four-Year Virginia On-Time Graduation Rate for the class of 2015 will maintain at 93%.
3. By the end of the year, the percentage of students on the 9th grade watch list passing all of their core classes (English, math, science, social studies) will be at least 93% (87 of 93 students).

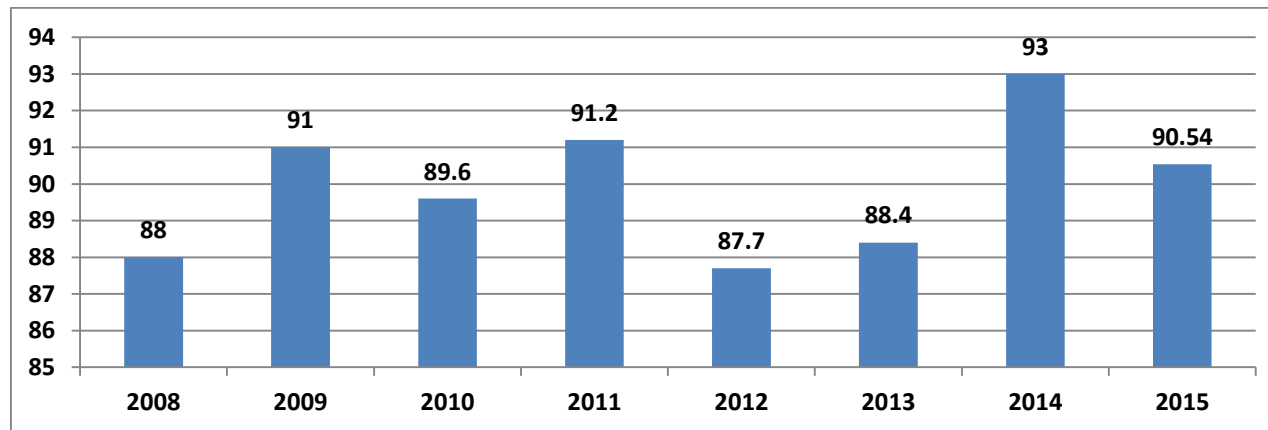
Intervention efforts in the fall focused on West Potomac teachers working as mentors with students on our 9th and 12th grade watch lists. While we were unable to provide every watch list student with a dedicated mentor, seniors identified as being at risk for not graduating did have at least one adult in the building checking in with them on a regular basis. Administrator/Counselor strike teams also began operating in the fall and met quarterly with the On Time Graduation Coordinator to monitor students on the watch lists. Seniors at risk of not graduating were identified to participate in after school intervention at the start of the third marking period and provided additional academic support throughout the second semester. In addition, through our school wide Positive Behavior Approach (PBA)—the Jostens Renaissance Program, we seeded a culture of on time graduation with “Commitment to Graduate” bracelets distributed to all seniors, and students in all four grade levels signing their names to our Commitment to Graduate wall.



We recognize the need to further systematize and expand our efforts with 9th and 10th grade students identified as being at risk for not graduating on time. We will continue our focus on mentoring, deepen our use of the student learning plans, and bring greater attention to on-time attendance in all classes. After a significant (five) percentage point gain in our Virginia On Time Graduation rate for the 2013-2014 year, we know that the school faces challenges to continue raising our On Time Graduate rate, and we are collaborating as a school and with the division to identify additional steps we might take.

The Virginia Department of Education’s calculation of Federal Graduation Indicator Four Year rate was 82.51%, an increase from the previous year and meeting the Federal AMO requirement of 80%. The VDOE has given a preliminary (as of July 31, 2015) estimate of the Graduation and Completion Index for the Class of 2015 as 90%. We estimate our Virginia On-Time Graduation Rate for the class of 2015 at 90.54%, and if students likely to graduate in August are included, our estimate rises to 92.11%. 56.7% of students on the 9th grade watch list passed all of their core classes.

West Potomac’s Virginia Graduation On Time Rate, 2008-2014



Source: VA School Report Card and SIS

Sub-group performance fell below Federal AMOs for three groups.

- Hispanics at 67.01%
- Limited English Proficient at 60.13%
- SPED at 44.70%

Reflecting on the data from all three of our goals, we recognize that closing the gap for students in literacy and numeracy remains the best strategy to increase the On Time Graduation rate. We believe that as a result of strengthening and expanding successful strategies from last year our results a year from now will show progress.

STUDENT SUCCESS GOAL — LITERACY

STUDENT ACHIEVEMENT GOAL: All students will be literate, able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school and in life. Academic progress in the core disciplines will be measured to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment, effectively eliminating achievement gaps.

Check all sub-goal(s) that apply to this school improvement plan objective.

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of:
<input checked="" type="checkbox"/> 1.1.1. English language arts.
<input checked="" type="checkbox"/> 1.1.2. Mathematics.
<input checked="" type="checkbox"/> 1.1.3. Science.
<input checked="" type="checkbox"/> 1.1.4. Social studies. | <input type="checkbox"/> 1.2. Communicate in at least two languages.

<input type="checkbox"/> 1.3. Explore, understand, and value the fine and practical arts.

<input type="checkbox"/> 1.4. Understand the interrelationship and interdependence of the countries and cultures of the world. |
|---|---|

Academic Area:

LEVEL: SCHOOL

- CLOSE THE GAP**
 RAISE THE BAR
 CONTEXTUAL COMPARISON
 INDIVIDUAL GROWTH

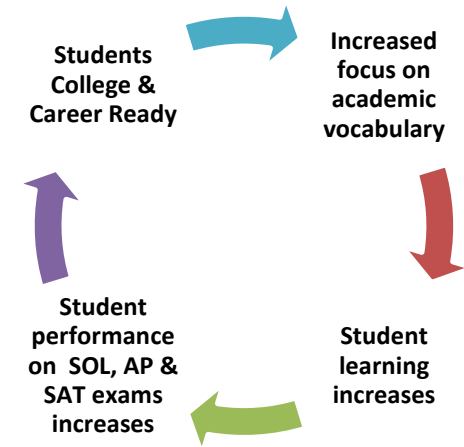
Baseline/Initial Outcome	Interim Outcome	Interim Outcome- As Needed	End of Year SMARTR Outcome
Two outcomes and sources of baseline data are the English Reading SOL and SAT Critical Reading scores from 2014-2015. The English Reading score was 85.4%; the mean score for the SAT Critical Reading by the Class of 2015 was 525.	An interim assessment, developed in partnership with the FCPS eCart team, will be administered at mid-year across all English 11 courses to check-in on the effectiveness of instructional strategies and student readiness for the 2016 Reading SOL.		With increased school-wide attention to literacy strategies and explicit academic vocabulary instruction, student performance on the English Reading SOL will increase from 82 to 87% and the mean score for student performance on the SAT Critical Reading sections for the Class of 2016 will increase from 525 to 578.

- CLOSE THE GAP**
 RAISE THE BAR
 CONTEXTUAL COMPARISON
 INDIVIDUAL GROWTH

Baseline/Initial Outcome	Interim Outcome	Interim Outcome- As Needed	End of Year SMARTR Outcome
Sub-group performance on the English Reading SOL from Spring 2015 was: <ul style="list-style-type: none"> • Black 71.77. • Hispanic 67.98%. • SPED 54.74%. • Economically Disadvantaged 70% • Limited English Proficient 54.74%. 	First semester English grade distribution data will reflect a 5% reduction in the achievement gaps of each monitored sub-group relative to marks reported at the end of the first semester of 2014-2015.		Sub-group performance will increase on English 11 Reading SOL to: <ul style="list-style-type: none"> • Black from 72 to 78% (year 6 AMO). • Hispanic from 68 to 72% (year 5 AMO). • SPED from 55 to 66% (year 5 AMO). • Economically Disadvantaged to 70 to 78% (year 6 AMO). • Limited English Proficient from 55 to 61% (year 4 AMO).

Theory of Change

Our strategies and work plans aim to improve literacy instruction across the building. Essential to this goal is a year-long focus on faculty professional learning around high-yield strategies for literacy and teaching academic vocabulary. We intend to track progress in each subject’s state accountability measures through the VDOE School Report Card. For the purposes of the school plan, we have narrowed the focus to student performance on the English 11 Reading SOL and SAT Critical Reading. The Reading SOL is a high-stakes assessment for a large segment of our population, particularly the many students receiving special education services and those who are English Language Learners. For students who have been performing at the honors or advanced academic level, benchmarking increases in reading performance on the SAT Critical Reading allows us to push our most talented students’ reading comprehension abilities concurrently. Last year, West Potomac also participated in the Organization for Economic Cooperation and Development (OECD) Test for Schools based on the PISA international assessment. We have begun benchmarking the reading performance of our 15 year olds in this context, knowing that as we take this assessment in alternating years, increases in scores represent further attainment of our goal to prepare students to compete in the global economy.



Strategy 1: Critical Academic Vocabulary

Visualization of the verbs and nouns identified as critical academic vocabulary in *Teaching Academic Vocabulary of the Common Core* will be posted throughout the building to increase student’s connectivity of these across-the-curriculum terminology, and the words will also be incorporated into lessons and activities in courses throughout the building (also aligns to Principal’s Focus Area 1: Engaged Learning).

Point of Contact: Emily Millians, School Plan Coordinator

Action Steps

1. All 50 word visualizations will be posted in multiple locations in the school.
2. Recommended strategies for classroom use will be shared via faculty meetings and school planning days.
3. Literacy team members will serve as liaisons to their departments for best practice strategies for using the words.

Connection to Division’s Portrait of a Graduate

Communicator: Applies effective reading skills to acquire knowledge and broaden perspectives.

Strategy 2: Vocabulary in Context

Across the building professional learning will be provided to support all teachers and teams to implement vocabulary in context activities with students with an initial focus on the critical academic vocabulary (also aligns to Principal’s Focus Area 1: Engaged Learning).

Point of Contact: Emily Millians, School Plan Coordinator

Action Steps

1. All teachers will participate in professional learning about vocabulary in context and context clues.
2. In teams or by department, initial strategies for incorporating the critical academic vocabulary verbs and nouns and vocabulary in context into lessons and activities will be identified.
3. Strategies from across the building for supporting students to use context clues will be shared via faculty meetings and school planning days.

Connection to Division’s Portrait of a Graduate

Communicator: Applies effective reading skills to acquire knowledge and broaden perspectives.

Strategy 3: Maximize use of WICOR (writing, inquiry, collaboration, organization, and reading) strategies

Teachers will increase use of writing and inquiry strategies from the WICOR strategies central to the Advancement Via Individual Determination (AVID) program framework (also aligns to Principal’s Focus Area 1: Engaged Learning and Focus Area 2: Support Systems).

Point of Contact: Dana Hubbard, AVID Program Coordinator

Action Steps

1. Faculty will be asked to increase their use of writing in the courses with an initial emphasis on incorporating writing into lessons on a weekly basis.
2. Share fairs and/or strategy walks will be held at least twice during the year to promote writing strategies across the curriculum, including the use of the Critical Academic Vocabulary words.
3. School leadership will work to increase the frequency with which teachers and teams are using writing strategies in their classes.
4. Formal training for staff will be employed to support teachers and teams developing writing tasks at higher levels of rigor, and incorporating inquiry strategies.

Connection to Division’s Portrait of a Graduate

Communicator: Applies effective reading skills to acquire knowledge and broaden perspectives; employs active listening strategies to advance understanding; incorporates writing skills for various purposes and audiences to convey understanding and concepts.

Creative and Critical Thinker: Engages in problem solving, inquire, and design of innovative solutions to overcome obstacles to improve outcomes; uses information in novel and creative ways to strengthen comprehension and deepen awareness; demonstrates divergent and ingenious thought to enhance the design/build process; reasons through and weighs evidence to reach conclusions.

Connection to Division’s Closing the Achievement Gap (CAG) Plan Academic Support Driver:

Expand support programs such as AVID to all students in need of such support.

Strategy 4: Maximize use of WICOR (writing, inquiry, collaboration, organization, and reading) strategies

9th grade collaborative teams (Algebra 1 Biology, English 9, World 1) will increase use of Cornell notes from the WICOR strategies central to the Advancement Via Individual Determination (AVID) program framework (also aligns to Principal’s Focus Area 1: Engaged Learning and Focus Area 2: support Systems).

Point of Contact: Dana Hubbard, AVID Program Coordinator

Action Steps

1. 9th grade collaborative teams will be asked to increase their use of Cornell notes in their classes.
2. Formal and informal training for staff will be employed to support teachers and teams to implement Cornell notes.
3. School leaders will work with special education students and staff to maintain a stock of Cornell note paper in all classrooms.

Connection to Division’s Portrait of a Graduate

Communicator: Applies effective reading skills to acquire knowledge and broaden perspectives; employs active listening strategies to advance understanding; incorporates writing skills for various purposes and audiences to convey understanding and concepts.

Creative and Critical Thinker: Engages in problem solving, inquire, and design of innovative solutions to overcome obstacles to improve outcomes; uses information in novel and creative ways to strengthen comprehension and deepen awareness; demonstrates divergent and ingenious thought to enhance the design/build process; reasons through and weighs evidence to reach conclusions.

Connection to Division’s Closing the Achievement Gap (CAG) Plan Academic Support Driver:

Expand support programs such as AVID to all students in need of such support.

Strategy 5: Student Progress Goals & Assessments

Teams will identify areas of focus and develop team and individual progress goals to measure growth throughout the school year. (also aligns to Principal’s Focus Area 1: Engaged Learning and Focus Area 2: Support Systems).

Point of Contact: Mary Mathewson, English Department Chair

Action Steps

1. Analysis of released test items for English 11 Reading.
2. Target areas of focus selected by CT leaders, Department chair, and English Administrator.
3. English 9, 10, 11 and 12 teams develop wording for progress goal, pre-assessment, in-process assessments, and final assessment.
4. Results and analysis of assessment data on a quarterly basis.

Connection to Division’s Strategic Plan, Ignite, Strategy 1 Action:

Expand Responsive Instruction across all schools as recommended in the State Efficiency Review.

	WHAT?	WHY?	SO WHAT?
	Summarize your SMARTR Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?	Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have?	For the next interim, what are our commitments to action to build on these strengths or to create the growth we desire?
STRENGTHS OPPORTUNITIES FOR GROWTH Initial Reflection	Date: August, 2015 The Reading SOL was 82.27% in spring 2015, a decline from 2013-2014. While the mean score on the SAT Critical Reading sections did improved by 1 point to 525.	This was a building year as teachers were introduced to literacy strategies and clear connections were made between the goal and actions teachers needed to take. Teachers across the building have developed a clear awareness of how literacy impacts students in their classes, and they have begun to see steps they might take to support students’ literacy.	Greater support will be provided to English collaborative teams to implement the instructional cycle. School wide, we will intensify our efforts to support literacy across the building through a focus on writing across the curriculum and WICOR strategies.

<p style="text-align: center;">STRENGTHS OPPORTUNITIES FOR GROWTH Interim Reflection</p>	<p>Date:</p>		
<p style="text-align: center;">STRENGTHS OPPORTUNITIES FOR GROWTH End-of-Year</p>	<p>Date:</p>		

STUDENT SUCCESS GOAL — MATHEMATICS

STUDENT ACHIEVEMENT GOAL: All students will be literate, able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school and in life. Academic progress in the core disciplines will be measured to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment, effectively eliminating achievement gaps.

Check all sub-goal(s) that apply to this school improvement plan objective.

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: <ul style="list-style-type: none"> <input type="checkbox"/> 1.1.1. English language arts. <input checked="" type="checkbox"/> 1.1.2. Mathematics. <input type="checkbox"/> 1.1.3. Science. <input type="checkbox"/> 1.1.4. Social studies. | <input type="checkbox"/> 1.2. Communicate in at least two languages.

<input type="checkbox"/> 1.3. Explore, understand, and value the fine and practical arts.

<input type="checkbox"/> 1.4. Understand the interrelationship and interdependence of the countries and cultures of the world. |
|---|---|

SUMMARY OF SMARTR OUTCOMES

Academic Area:

LEVEL: SCHOOL

- CLOSE THE GAP
 RAISE THE BAR
 CONTEXTUAL COMPARISON
 INDIVIDUAL GROWTH

Baseline/Initial Outcome	Interim Outcome	Interim Outcome- As Needed	End of Year SMARTR Outcome
Results of the 2015 Spring end-of-course Mathematics SOL exams was: <ul style="list-style-type: none"> 76.35 % of all students passing Algebra 1: 78.65% passing Geometry: 80.25% passing Algebra 2: 78.35% passing 	Quarterly FCPS eCart assessments will be issued and analyzed by course to check-in on the effectiveness of instructional strategies and student readiness for the 2016 SOL exams.		By the end of the year, the percentage of students passing end-of-course Mathematics SOL exams will increase by from 76 to 85%.

- CLOSE THE GAP
 RAISE THE BAR
 CONTEXTUAL COMPARISON
 INDIVIDUAL GROWTH

Baseline/Initial Outcome	Interim Outcome	Interim Outcome- As Needed	End of Year SMARTR Outcome
Sub-group performance on the 2015 end-of-course Mathematics SOL exams was: <ul style="list-style-type: none"> Black 59.57% Hispanic 71.29% Economically Disadvantaged 65.7% Limited English Proficient 58.92% SPED 45.59% 	Quarterly eCart assessments will be issued and analyzed by subgroup to check-in on subgroup achievement gaps and individual student readiness for the 2016 SOL exams.		By the end of the year, pass rates on EOC Math SOL exams for 2015 in each subgroup will increase to: <ul style="list-style-type: none"> Black from 60 to 67% (year 5 AMO). Hispanic from 71 to 73% (year 6 AMO). Economically Disadvantaged from 66 to 73 (year 6 AMO). LEP from 59 to 66% (year 5 AMO) SPED from 46 to 57% (year 4 AMO).

Strategy 1: Staffing Supports

Funding will be used to provide job-embedded time for teacher leaders in the Math department to support individual teachers and further strengthen collaborative teams (also aligns to Principal's Focus Area 2: Support Systems).

Point of Contact: Laura Moore, Mathematics Administrator

Action Steps

1. Release periods and extended contracts for Department Chair, and Collaborative Leaders for the Algebra 1, Geometry, and Algebra 2 teams will be used to increase formal time for teacher mentorship and collaborative teams' agendas and frameworks.
2. Addition of an Instructional Coach whose work will emphasize supporting English Language Learner and Special Education populations, and Algebra 1 achievement.

Connection to Division's Strategic Plan, Ignite, Strategy 2 Action:

Create and implement tools and professional development to monitor achievement data, provide systemic support for students with identified learning needs, and maximize potential.

Strategy 2: Expand Use of Walkthroughs

Math teachers and collaborative teams will participate in formal peer observation and feedback processes (also aligns to Principal's Focus Area 1: Engaged Learning).

Point of Contact: Tracy Sawyers, Mathematics Department Chair

Action Steps

1. The Math IC will partner with Collaborative Team leaders to develop a schedule of walkthroughs and feedback to increase peer observations from the baseline established in 2014-15.
2. CLT time will be used for an appropriate model of feedback (e.g., walkthroughs, instructional rounds).

Connection to Division's Strategic Plan, Ignite, Strategy 1 Action:

Implement the recommendations of the mathematics study, including programs and practices to increase equitable access for all students to rigorous math courses and opportunities.

Strategy 3: Student Progress Goals & Assessments

Teams will areas of focus and develop team and individual progress goals to measure growth throughout the school year. (also aligns to Principal's Focus Area 1: Engaged Learning and Focus Area 2: Support Systems).

Point of Contact: Tracy Sawyers, Mathematics Department Chair

Action Steps

5. Analysis of Performance by Question reports for Algebra 1, Geometry, and Algebra 2.
6. Target areas of focus selected by CT leader, Department chair, math IC, and math Administrator.
7. Algebra 1, Geometry, and Algebra 2 teams develop wording for progress goal, pre-assessment, in-process assessments, and final assessment.
8. Results and analysis of assessment data on a quarterly basis.

Connection to Division's Strategic Plan, Ignite, Strategy 1 Action:

Expand Responsive Instruction across all schools as recommended in the State Efficiency Review.

	WHAT? Summarize your SMARTR Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?	WHY? Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have?	SO WHAT? For the next interim, what are our commitments to action to build on these strengths or to create the growth we desire?
STRENGTHS OPPORTUNITIES FOR GROWTH Initial Reflection	Date: August, 2015 Preliminary results indicate that both the Raise the Bar and Close the Gap goals were met. Student performance on Math EOC tests was 76.35%.	Math collaborative teams developed their capacity to move through the instructional cycle and to do so with increasing frequency.	We will continue to build the capacity of the math CTs through continued administrative support and through a math instructional coach.
STRENGTHS OPPORTUNITIES FOR GROWTH Interim Reflection	Date:		

<p style="text-align: center;">STRENGTHS OPPORTUNITIES FOR GROWTH Interim Reflection (if needed)</p>	<p>Date:</p>		
<p style="text-align: center;">STRENGTHS OPPORTUNITIES FOR GROWTH End-of-Year</p>	<p>Date:</p>		

STUDENT SUCCESS GOAL — ON TIME GRADUATION

STUDENT ACHIEVEMENT GOAL: All students will be literate, able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school and in life. Academic progress in the core disciplines will be measured to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment, effectively eliminating achievement gaps.

Check all sub-goal(s) that apply to this school improvement plan objective.

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of:
<input checked="" type="checkbox"/> 1.1.1. English language arts.
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|---|---|

SUMMARY OF SMARTR OUTCOMES

Academic Area:

LEVEL: SCHOOL

- CLOSE THE GAP
 RAISE THE BAR
 CONTEXTUAL COMPARISON
 INDIVIDUAL GROWTH

Baseline/Initial Outcome	Interim Outcome	Interim Outcome- As Needed	End of Year SMARTR Outcome
1. The Four-year Federal Graduation Indicator for 2015 Cohort was 82.5%. 2. The Four-year Virginia On-Time Graduation Rate for the class of 2015 was 91%. 3. The percentage of the Class of 2018 identified as at risk for graduating in four years that passed all four of their core classes (English, math, science, social studies) was 56.7%.	Ninety-five percent of students on the 9 th and 12 th grade watch-lists will be on track for graduation as evidenced by a review of grade, attendance, and administrator-counselor strike team data at mid-year.		1. The Four-year Federal Graduation Indicator will increase to 85%. 2. The Four-Year Virginia On-Time Graduation Rate for the class of 2016 will increase from 91 to 93%. 3. The percentage of the Class of 2019 identified as being at risk for not graduating in four years passing all of their core classes (English, math, science, social studies) will be at least 93%

Strategy 1: Strengthen Intervention and Mentoring

Seniors and freshmen identified as being in danger of not graduating will be paired with a mentor to meet at least once a week (also aligns with Principal's Focus Area 2: Support Systems).

Points of Contact: Kevin McMahon, Director of Student Services, and Kati Ellsberry, On-Time Graduation Coordinator

Action Steps

1. School leaders and teams will update the list of 9th grade students, and update the lists for 10th and 12th grade students at risk of not graduating using the EDSL Insight Tool.
 - Students on the lists will be coded as academic or attendance as the primary concern, and also if they have been retained.
2. Counselors and AP Strike Teams will review the watch lists and make recommendations to the DSS and OTG Coordinator for students who might be removed based on contextual factors and known assets.
3. Counselors and AP Strike Teams will review the final lists and identify students as high, medium, and low priority concerns, along with the primary areas of concern (ie: attendance).
4. Counselor and AP Strike Teams will meet at least twice a month to discuss students' progress and make recommendations for changes to the watch lists following a review of 1st, 2nd, and 3rd quarter grades, as well as attendance data.
5. Mentors will be recruited to work with students identified on our watch lists.
6. Mentors will receive on-going training, support, and resources throughout the school year.
7. Mentors will meet weekly with students and complete a records check of grades and attendance on a monthly basis.
8. Mentors will communicate with Strike Teams, the DSS, and OTG Coordinator on a regular basis.
9. Counselors and AP Strike Teams will recommend students for appropriate interventions, including (but not limited to): I Am Wolverine, Attendance Circles, Group B.L.U.E., Project Graduate, Russell Hall SOL Study Group, WPHS Writing Center, WPHS Reading Center, or Geometry Bootcamp.

Connects to Division's Closing the Achievement Gap (CAG) Plan Academic Support Driver:

Form and provide professional development for school-based student support teams to monitor and provide interventions for students with identified learning needs (e.g., Responsive Instruction, On Time Graduation Early Warning Tool, etc.)

Strategy 2: Blended Learning through APEX

Seniors identified as being in danger of not graduating as a result of failing grades in a required course will have support through APEX online courses as appropriate (also aligns with Principal's Focus Area 1: Engaged Learning and Focus Area 2: Support Systems).

Point of Contact: Laura Moore, APEX Administrator

Action Steps

1. Counselor and AP strike teams will recommend seniors for work in APEX.
2. Counselor and AP strike teams will monitor progress through contact with classroom and APEX weekly reports.

Connection to Division's Strategic Plan, Ignite, Strategy 2 Action:

Include the use of computer applications to diagnose student needs and monitor progress

Strategy 3: Student Learning Plans

Ninth grade students will continue to review and develop the personal learning plans they began in Family Connection as eighth graders (also aligns with Principal's Focus Area 2: Support Systems).

Point of Contact: Kevin McMahon, Director of Student Services

Action Steps

1. The Instructional Council will receive training on student learning plans.
2. Student Services and teacher leaders will develop a plan to implement student review of the learning plans through Wolverine Time.
3. Counselors will incorporate student learn plans into their 9th grade lessons with students.

Connects to Division's Closing the Achievement Gap (CAG) Plan Academic Support Driver:

Provide professional development to teachers and counselors on the growth mindset and its application to assisting students to access advanced courses through their Students Learning Plans.

Strategy 4: Deepen Use of Support Classes

Students who test two or more steps below grade level reading will receive support through placement in reading and literacies courses, including Developing Reading, Developing Literacies, Expanding Literacies, double block English 10/11, and English 12 Focus; students identified as needing additional math support will be placed in double block courses including Algebra 1, Part 1, Geometry, Part 1, Algebra 2 Strategies (also aligns to Principal's Focus Area 2: Support Systems).

Point of Contact: Kevin McMahon, Director of Student Services

Action Steps

1. The Director of Student Services (DSS) will identify students in need of additional literacy and numeracy support.
2. The DSS will collaborate with English, Math, and Special Ed department chairs to place students in appropriate courses.
3. The DSS and chairs will collaborate with teachers to monitor student progress through interim and quarter grades.
4. Placements will be reviewed at the end of the first semester.

Connection to Division's Closing the Achievement Gap (CAG) Plan Academic Support Driver:

Provide different course options and pathways to meet diverse student needs (e.g., credit recovery, AVID, Expanding Literacies, etc.).

Strategy 5: Student Attendance

Students with six or more absences will receive support (also aligns with Principal's Focus Area 1: Engaged Learning and Focus Area 2: Support Systems).

Point of Contact: Jeremiah Ross, Systems of Support Advisor

Action Steps

1. An attendance watch list will be created based on data from 2014-15 school year.
2. The Systems of Support Advisor will implement Attendance Circles in September with students from the attendance watch list.
3. Counselor and AP strike teams will monitor progress.

Connection to Division's Strategic Plan, Ignite, Strategy 5 Action:

Help students and families adjust to life in our school system.

	WHAT? Summarize your SMARTR Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?	WHY? Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have?	SO WHAT? For the next interim, what are our commitments to action to build on these strengths or to create the growth we desire?
STRENGTHS OPPORTUNITIES FOR GROWTH Initial Reflection	Date: August, 2015 Preliminary and estimated results indicate that we maintained our OTG gains for the 2013-2014 school year.	Increased awareness among faculty and an intensified focus on early intervention with students at risk for not graduating in four years supported our efforts with individual students.	We will systematize and expand our efforts with 9 th and 10 th grade students identified as being at risk for not graduating on time. We want to continue the focus on mentoring, deepen our use of the student learning plans, and bring greater attention to on-time attendance in all classes.
STRENGTHS OPPORTUNITIES FOR GROWTH Interim Reflection	Date:		

<p style="text-align: center;">STRENGTHS OPPORTUNITIES FOR GROWTH Interim Reflection (if needed)</p>	<p>Date:</p>		
<p style="text-align: center;">STRENGTHS OPPORTUNITIES FOR GROWTH End-of-Year</p>	<p>Date:</p>		

Appendix



Mathematics Improvement Framework

West Potomac High School
School Year 2014-2015

Improvement Initiative	Stakeholders
SUMMER 2014	
<ul style="list-style-type: none"> Analyzed previous year data (e.g. SOL performance by question reports) Designed team common assessments targeting the 12 to 15 most missed questions and skills from last year's SOL summative assessments and planned for quarterly administration of this team assessment 	Department Chair CT Leaders
<ul style="list-style-type: none"> Hired additional assistant principal to reduce evaluation and student case load; assigned the math administrator just that one department Aligned master schedule resources to maximize student achievement: <ul style="list-style-type: none"> Ensured reduced class size for all math classes (25 per SOL class) Cross-checked membership of support classes: Algebra 1 Honors, Double Block Algebra 1, Geometry Part 1, and Algebra 2 Strategies 	Principal Math Administrator Director of Student Services
<ul style="list-style-type: none"> Provided two paid days of collaborative team (CT) work-time to revise team norms, syllabi, pacing guides, and common assessments. This ensured new team members got up to speed and minimized housekeeping tasks on the back-to-school week workdays 	Principal Math Administrator Math Faculty
<ul style="list-style-type: none"> Assembled all math teachers for a deep "Autopsy Data Dive" on first day Rolled out common instructional expectations for all math faculty: <ul style="list-style-type: none"> Common Assessments linked to team and evaluation SMARTR goals Guided Notes (also a connection to the school's AVID program) SMART Board and calculator use by both teachers and students 	Math Administrator Math Faculty
FALL 2014	
<ul style="list-style-type: none"> Held goal-setting conferences with all math faculty to set SMARTR goals Began cycle of increased informal and formal classroom observations 	Math Administrator Math Faculty
<ul style="list-style-type: none"> Invited school support and curriculum representatives out from the Instructional Services Department (ISD) to review math action plan and share out lessons learned from other Accredited with Warning schools Assembled portfolio of efforts for VDOE paper audit; after-actions were those that the school itself had selected going into the process: <ul style="list-style-type: none"> Follow through on planned instructional walkthroughs/rounds Complete Tier 2/3 RI intervention protocol as envisioned 	Principal Math Administrator Department Chair

WINTER 2014 / 2015	
<ul style="list-style-type: none"> • Began predictive analysis of student end-of-year performance; eCart division test and team assessment data used to tier interventions • Ratcheted up Wednesday Wolverine Time and Saturday intervention programs (e.g. Geometry Boost camp). Partnered with the library to move students out of most successful teachers Wolverine Time classrooms (freeing them for more individualized attention). Rallied PTSA to staff the weekend events and feed students a hot breakfast 	Principal Math Administrator Math Faculty
<ul style="list-style-type: none"> • Partnered with Instructional Services to conduct a walkthrough of all SOL courses and teachers. Feedback tailored to content teams 	Principal Math Administrator
SPRING 2015	
<ul style="list-style-type: none"> • Aligned school-wide testing calendar to math department wants; tested math students first followed by built-in remediation days; organized blitz model of test administration to warm students up before testing 	Math Administrator Director of Student Services School Testing Committee
<ul style="list-style-type: none"> • Assembled math collaborative team leaders for a data tools training session with Instructional Services and school teacher leaders • Began reviewing plans to extend and continue efforts in 2015-2016 	Principal Math Administrator Department Chair