WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	In the 2016-2017 school year, Wake Forest High School Exceeded Growth as measured by the English II and Biology EOC Exams. In Math 1 Wake Forest High School met growth. In the 2016-2017 school year, Wake Forest High School had a higher percentage of Level 3, 4, & 5's in Biology than our northeastern area counterparts. In the 2016-2017 school year, the 5yr graduation rate increased from 81.8% to 91.8% to 94.3%, which is an all time high. Wake Forest High School has exceeded expected growth for the last 5 years in its overall growth designation. According to the ACT administered in 2016, the percentage of Wake Forest High School students overall scores increased in the following areas: • Math +3.4% • Reading +.3% • Writing +13.3% The overall ACT composite score increased from 70.6% to 71.5% in 2017. In the 2016-2017 school Year, Wake Forest High School met all AMO targets. In the 2016-2017 school year, Wake Forest High School had a higher percentage of Level 3, 4, & 5's in EOC Proficiency rating than our northeastern area counterparts. According to the ACT administered in 2017, the percentage of Wake Forest High School students overall scores increased in the following demographics: • Hispanics • Students with Disabilities • Economically Disadvantaged Students	In the 2016-2017 school year, Wake Forest High School's overall performance composite indicated that: • Levels 3-5 were up .1% however, • Levels 4-5 were down -.8% However, we are down from our overall composite from last year. In the 2016-2017 school year, the 4yr graduation rate was lower than the previous school years' average of 94.1% coming in at 93.4%. Students with Disabilities in 4 yr is the lowest subgroup with 80.8%. Hispanic in 5 yr is the lowest subgroup with 84.8% According to the ACT administered in 2017, the percentage of Wake Forest High School students overall scores decreased in the following demographics: • Females • Blacks
Process Data	During the 2016-2017 school year: • The teacher effectiveness growth index for all subject areas is +7.41% with Biology and English 2 exceeding growth and Math 1 meeting growth. According to the 2016-2017 Wake County Public School System Report Card: • Wake Forest High School showed more growth than WCPSS and the state North Carolina.	During the 2016-2017 school year: • Even though Biology showed growth overall, the teacher effectiveness growth index dropped significantly from the year prior.
Staff and Student Demographics	The 2016-2017 Wake Forest High School school performance indicates our performance grade is a 80%: letter rating of B. Wake Forest High School met 100% (39/39) of our AMO Targets.	Areas that did not meet growth: • Overall Math 1 • Overall Composite College Career Ready: Hispanic, Black, Students with Disabilities, Limited English Proficiency, Free and Reduced Lunch,

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School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	According to a 2016 Teacher Working Conditions, Wake Forest High School staff (scored a rating of 80% or higher) rated strength in the following areas: • In terms of time, teachers feel they have adequate time to collaborate with colleagues, and they can focus on educating students with minimal interruptions. • In terms of facilities and resources, teachers feel the have adequate access to digital content, instructional technology, reliable communication, office equipment, and a broad range of professional support personnel. They also feel the school environment is clean and supports teaching and learning. • In terms of community support and involvement, teachers feel the school maintains clear two-way communication and that the community supports and contributes to the success of students. Teachers also feel they provide parents/guardians with useful information that assists with them knowing what is going on in the school. • In terms of managing student conduct, teachers feel students at this school understand expectations for their conduct, policies and procedures for conduct are understood by faculty, and the school environment is safe. • In terms of teacher leadership, teachers feel they are recognized as educational experts, are trusted to make professional decisions about instruction, are relied upon to make decisions about educational issues, are encouraged to participate in leadership roles, and are effective leaders in the school. Teachers know the members of the school improvement team are elected. • In terms of school leadership, teachers feel they are held to high professional standards, school leadership facilitates using data to improve student learning, teacher performance is assessed objectively and helpful feedback is given, the school improvement team provides effective leadership, and the faculty are recognized for their accomplishments. Teachers also feel the school leadership makes a sustained effort to address teacher concerns about: leadership roles, facilities and resources, the use of time in the school, teacher leadership, community support and involvement, managing student conduct, instructional practices and support, and new teacher support. • In terms of professional development, teachers feel sufficient resources are available, appropriate time is provided, professional development offered is data driven, offerings are aligned with the school improvement plan, follow up is provided, and professional development enhances the teachers' ability to implement strategies that meet diverse learning needs and enhances the ability to improve student learning. Teachers also feel they have sufficient training to utilize instructional technology, and are encouraged to reflect on their own practices. • In terms of instructional practices and support, teachers feel almost every student has the potential to do well on assignments, what is taught will make a difference in students' lives, teachers require students to work hard, teachers collaborate to achieve consistency on how student work is assessed, and teachers use digital content and resources in their instruction. • Teachers at WFHS (87.5%) believe their school is a good place to work and learn. • Teachers at WFHS (84.2%) believe we utilize the results from the 2014 NCTWC survey as a tool for school improvement. According to a Wake Forest High School Mid-year survey, February 2017, staff reported the following: • 85% report that school leadership support teachers • 89% report that teachers are efficient leaders in the building • 84% report that teachers have sufficient training to utilize instructional technoloy • 85% rate the overall quality as good to excellent • 0% rate the school as poor	According to a 2016 Teacher Working Conditions, Wake Forest High School staff (scored a rating of 65% or less) showed concern in the following areas: • Teachers are protected from duties that interfere with their essential role of educating students. • School administrators consistently enforce rules for student conduct. • Teachers consistently enforce rules for student conduct. • Professional development is differentiated to meet the individual needs of teachers. • Professional development deepens teachers' content knowledge.

WAKE COUNTY
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School Improvement Plan

Comprehensive Needs Assessment

School:	Wake Forest HS
Plan Year	2016-2018

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
The 4yr graduation rate dropped from 94.1% to 93.4%	• Language barriers • Literacy • Learning disabilities • Teacher perception and expectation of some subgroups • Lack of time for remediation and enrichment • Placement of students in appropriately challenging courses • Social stigma of performing well in school • Home life of some students (poverty, violence, failure to prioritize education) • Attendance problems	• Prioritize scheduling for at-risk subgroups • Reduce class sizes for EOC courses. • Prioritize scheduling for EOC courses. • Make better use of Cougar Time • Utilize web resources in core content areas • Identify struggling readers. • Incorporate literacy strategies into all classrooms • Utilize organizations such as National Achievers Society and Latino's Constructing a Better Future to encourage minority students to perform well academically and enroll in more challenging courses. • Implement PBIS support systems • Improve communication with parents • Staff development on research based teaching strategies
Based on EOC data, WFHS's overall composite shows we exceeded growth; however, In Biology we took a significant dip.	• Interrupted instruction time • Not successful use of Cougar Time • Too few reading classes for low readers • Not identifying lower readers in a timely fashion • Attendance issues • Fundamental skills lacking • Behavioral issues • Time concerns for meeting with PLTs to plan cross-curricular activities • Staffing concerns	• Prioritize scheduling for at-risk subgroups • Reduce class sizes for EOC courses. • Prioritize scheduling for EOC courses. • Make better use of Cougar Time • Maximize instruction by tailoring it to match skill tested • Identify struggling readers and increase reading courses offered • Incorporate literacy strategies into all classrooms • Increase scaffolding of previously gained knowledge • Implement PBIS support systems • Improve communication with parents • Staff development on research based teaching strategies

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School Improvement Plan

Data Summary
Describe your conclusions
Wake Forest High School has two priority concerns, both of which are interconnected. Revisions to the scheduling process, academic support, and remediation policies will positively impact the learning of all students, especially those in our targeted subgroups.

School Improvement Plan

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Membership of School Improvement Team

School:	Wake Forest HS
Plan Year	2016-2018
Principal:	Patti Hamler
Date:	Sep - 2017

SIP Team Members

	Name	School Based Job Title
1	Anna Burgess	Teacher
2	Brenda Atkins	Teacher
3	Brian Lesh	Teacher
4	Cynthia Simons	Assistant Principal
5	Donald Hartsfield	Other
6	Ericka Mukenge	Other
7	Helen Owens	Teacher
8	Joseph Salacki	Assistant Principal
9	Kerrigan Zambrana	Other
10	Larissa Moore	Parent
11	Larry Ferebee	Assistant Principal
12	Maddie Briley	Other
13	Patti Hamler	Principal
14	Patty Edwards	Assistant Principal
15	Rachel Vokally	School Improvement Chair
16	Revella Pugh	Other
17	Rita Coby	Teacher
18	Tanya Smith	Teacher
19	Tim Domack	Teacher
20	Wayne Hicks	Teacher
21	Wendy Brautman	Teacher

WAKE COUNTY
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School Improvement Plan

Mission, Vision and Value Statements

School:	Wake Forest HS
Plan Year	2016-2018
Date:	Sep - 2017

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

All Wake Forest High School students will be prepared to reach their full potential and lead productive lives in a complex and changing world.

Core Beliefs

• Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
• Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
• Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
• The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
• The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
• The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

At Wake Forest High School,
• We believe that all stakeholders deserve a safe learning environment based on respectful relationships.
• We believe that it is important to offer engaging, rigorous, and effective instruction.
• We believe in improving teaching and learning through collaboration and the use of assessment data.
• We believe in embracing the diversity of our school and community to achieve success for all students.
• We believe in partnering with parents and community stakeholders to ensure college and career readiness for all students.
• We believe it is important to foster a sense of school spirit and "Cougar Pride."

WAKE COUNTY
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School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Wake Forest HS
Plan Year	2016-2018
LEA:	Wake County (920)

School Goal

By the 2017-2018 school year, the four year graduation and promotion rates at Wake Forest High School will be 95% or better.

Goal Manager	**Strategic Objective**	**State Board of Education Goal**
SIP Chair	Learning and Teaching	Globally Competitive Students

Resources

- PowerSchool
- EVAAS
- Quickr
- College Board AP Potential Report
- PBIS
- Common Assessments
- Cougar Time
- MTSS Explorer Plans
- Edmodo
- Socrative
- Khan Academy
- Canvas
- DPI flexibility with funds transfer
- Duty free lunch
- Duty free planning
- Safe & Orderly Schools Plan
- Character Education Plan

Key Process

1. Schedule AMO subgroups with purpose.

Tier

None

Process Manager

Patti Hamler, Cynthia Simons, Ericka Mukenge, Tim Domack, Wendy Brautman, Brenda Atkins, Laura Inscoe, Vesta Surles, and Geoff Belcher

Measurable Process Check(s)

• The scheduling team will evaluate the master schedule to ensure that it complies with current SIP goals. This will occur prior to the start of each semester.
• The scheduling team will evaluate student schedules to ensure that they comply with current SIP goals. This will occur prior to the start of each semester.
• The School Improvement Team will use End of Course, EVAAS, and AP Potential Report, quarterly grades data to monitor the effectiveness of scheduling decisions. This will occur throughout the school year.
• The administrative team will review discipline data, teacher grade reports, and attendance to ensure student subgroups are appropriately placed. This will occur quarterly.

Action Step(s)

1. Use data to ensure that students are enrolled in the appropriate level of each course.

     Timeline   From 8/2017 To 2/2018

2. Ensure that students have completed the appropriate prerequisites before enrolling in a course.

     Timeline   From 3/2018 To 6/2018

3. Have teacher input when pairing special education and regular education teachers for ICR courses.

     Timeline   From 3/2018 To 6/2018

4. Limit the size of ICR courses.

     Timeline   From 3/2018 To 9/2018

5. Balance the number of special education and regular education students in ICR courses.

     Timeline   From 3/2018 To 9/2018

6. Utilize teacher effectiveness data and performance composites to determine teacher schedules.

     Timeline   From 3/2018 To 9/2018

7. Utilize the AP Potential Report to ensure that adequate sections of AP classes are available in the master schedule.

     Timeline   From 3/2018 To 6/2018

Key Process

2.   Provide academic support, behavioral support, and early intervention for all students.

Tier

None

Process Manager

Patti Hamler, Patty Edwards, Larry Ferebee, Trey Salacki, Rachel Vokally, Wayne Hicks, Anna Burgess, Tanya Smith, Robin Faulkner, Sonya Yarborough-Thomas, Micheal Johnson, Sherri Newhouse, and Deana Jones

Measurable Process Check(s)

• Teachers will use common assessment data to monitor the effectiveness of focused remediation/enrichment. This will occur weekly.
• The School Improvement Team will use teacher grade reports quarterly to monitor the effectiveness of focused remediation/enrichment.
• The School Improvement Team will use End of Course test data to monitor the effectiveness of focused remediation/enrichment. This will occur at the end of each semester.
• The administrative team will review PLT drives to ensure that all teachers are implementing Dynamic Learning Experiences in lessons and using data to inform instruction. This will occur weekly.

Action Step(s)

1. Develop a pull-out schedule for focused remediation.

   Timeline   From 8/2017 To 6/2018

2. Make online remediation resources available to students.

   Timeline   From 8/2017 To 6/2018

3. Draft and implement MTSS Explorer Plans in compliance with WCPSS policy.

   Timeline   From 11/2017 To 6/2018

4. Provide opportunities for credit recovery.

   Timeline   From 8/2017 To 6/2018

5. Utilize the MTSS process.

   Timeline   From 8/2017 To 6/2018

6. Develop a four-year graduation plan for at-promise students entering the 9th grade.

   Timeline   From 8/2017 To 6/2018

7. Develop an incentive program, enrichment activities, and field trips for all at-promise students.

   Timeline   From 8/2017 To 6/2018

8. Utilize ALC for academic support.

   Timeline   From 8/2017 To 6/2018

9. Utilize the PBIS process.

   Timeline   From 8/2017 To 6/2018

10. Attend professional development to facilitate integration of the 4 C's in their lesson planning.

    Timeline   From 8/2017 To 6/2018

Key Process

3. Monitor attendance and provide early intervention for at-promise students.

Tier

None

Process Manager

Patti Hamler, Patty Edwards, Trey Salacki, Helen Owens, Brian Lesh, Rita Coby, Jodi Deskus, Patrick Marshall, and Dimitri Belmont

Measurable Process Check(s)

• The Assistant Principal for attendance will monitor the implementation of attendance contracts and parent notifications. This will occur quarterly.
• The School Improvement Team will use data from PowerSchool and End of Course tests to evaluate the effectiveness of attendance interventions.

Action Step(s)

1. Notify parents when a student is inexplicably absent three days in a row or more.

   Timeline   From 8/2017 To 6/2018

2. Notify parents when a student has accumulated 6 absences.

   Timeline   From 8/2017 To 6/2018

3. Notify parents when a student has accumulated 10 absences.

   Timeline   From 8/2017 To 6/2018

4. Draft an attendance contract for any student with 13 or more absences in first three quarters.

   Timeline   From 8/2017 To 6/2018

5. Utilize the PBIS process.

   Timeline   From 8/2017 To 6/2018

6. Monitor/record attendance as it relates to Cohort Graduation Rate in bi-monthly meetings.

   Timeline   From 8/2017 To 6/2018

School Improvement Plan

Date	May - 2016
Waiver Requested	
None	
How will this waiver impact school improvement?	
N/A	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	None

School Improvement Plan

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Development Activities for

Topic:	Participants:	Goal Supported:
WCPSS Strategic Plan 4 C's Framework	All Staff	In the 2017-2018 school year, the graduation rate at Wake Forest High School will be 93% or better.
Adaptive Schools Learning Strategies	All Staff	In the 2017-2018 school year, the graduation rate at Wake Forest High School will be 93% or better.
Dynamic Learning	All Staff	In the 2017-2018 school year, the graduation rate at Wake Forest High School will be 93% or better.

![Wake County Public School System logo]

School Improvement Plan

Development Activities for

Topic:	Participants:	Goal Supported:
Book Study: Diversity & Equity • Will be accompanied with a session relating to Project R.E.A.D.Y (Reimaging Equity and Access for Diverse Youth) • Recommended to staff the significance of attending the national award-winning exhibit titled RACE: Are We So Different? **Dynamic Learning Experiences** • 4 C Instruction • Digital Learning • Learner Agency • Social Emotional Learning **Racial Equity Training with Tru Pettigrew** • Collaboration with Heritage High School & Wake Forest Middle School **PLT Reboot** • Initial training at beginning of year. Ongoing training weekly throughout school year with administration.	All WFHS staff	Supports goal 1

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School Improvement Plan

	Reading	Math	Behavior

Data Decision Process for Entry and Exit	**ENTRY**
	9th Grade (First Year Students):
	• Graduation Cohort Data
	• EVAAS probability of proficiency below 50%
	• History of level 2 or below on reading EOG's
	• Retained in 8th grade
	• IEP/recommendation from previous school
	• Failure of English I
	10th Grade (Second Year Students):
	• Graduation Cohort Data (off cohort)
	• Entering 10th grade: <6 for 26 credit track or <2 for 22 credit track (OCS)
	• Retained in 9th grade due to failure in core courses
	• Completed credit recovery in 9th grade
	11th Grade (Third Year Students):
	• Graduation Cohort Data (off cohort)
	• Below benchmark: Eng 2, Bio EOC's
	• Retained in 10th
	• Completed credit recovery in 10th grade
	• Entering 11th grade: <12 for 26 credit track or <6 for 22 credit track (OCS)
	12th Grade (Fourth Year Students):
	• Graduation Cohort Data (Off Cohort)
	• Below benchmark: Eng 2, Bio EOC's
	• Retained in 11th grade
	• Completed credit recovery in 11th grade
	• Entering 12th grade: <16 for 26 credit track or <14 for 22 credit track
	EXIT
	• When benchmark is achieved and maintained per progress monitoring data
	• Agreement between all key stakeholders
	• Current Grade Report
	• Attendance regularity increases
	• When EWS indicator has improved from red to yellow/green
		ENTRY
		9th Grade (First Year Students):
		• Graduation Cohort Data
		• EVAAS probability of proficiency below 50%
		• History of level 2 or below on math EOG's
		• Retained in 8th grade
		• IEP/recommendation from previous school
		• Failure of Math I
		10th Grade (Second Year Students):
		• Graduation Cohort Data (off cohort)
		• Entering 10th grade: <6 for 26 credit track or <2 for 22 credit track (OCS)
		• Retained in 9th grade due to failure in core courses
		• Completed credit recovery in 9th grade
		11th Grade (Third Year Students):
		• Graduation Cohort Data (off cohort)
		• Below benchmark: Math 1 EOC
		• Retained in 10th grade
		• Completed credit recovery in 10th grade
		• Entering 11th grade: <12 for 26 credit track or <6 for 22 credit track (OCS)
		12th Grade (Fourth Year Students):
		• Graduation Cohort Data (Off Cohort)
		• Below benchmark: Math 1 EOC
		• Retained in 11th grade
		• Completed credit recovery in 10th grade
		• Entering 11th grade: <16 for 26 credit track or <14 for 22 credit track
		EXIT
		• When benchmark is achieved and maintained per progress monitoring data
		• Agreement between all key stakeholders
		• Current Grade Report
		• Attendance regularity increases
		• When EWS indicator has improved from red to yellow/green
			ENTRY
			Attendance:
			Based on the number of consecutive days of unexcused absences by quarter.
			• (Concern): 3 consecutive unexcused absences for current quarter
			• (Significant Risk): 4 or more consecutive unexcused absences for current quarter
			Based on a percentage of unexcused absences for their current school membership by the year (an ongoing count).
			• (Concern): 7-<10% unexcused absences/membership days current year
			• (Significant Risk): 10% or more unexcused absences/membership days current year
			Suspensions:
			Indicator risk in days:
			• Q1: *(Concern) 6-10 *(Significant Risk) 11+ *data from previous yr.
			• Q2: (Concern) 3-6 (Significant Risk) 7+
			• Q3:(Concern) 5-8 (Significant Risk) 9+
			• Q4:(Concern) 8-10 (Significant Risk) 11+
			EXIT
			• When EWS indicator has improved from red to yellow/green in MTSS Explorer
			  ○ Decrease in discipline referrals
			  ○ Increase in attendance

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School Improvement Plan

	Reading	Math	Behavior
Intervention Structure	**Scheduling** • Master schedule has been designed to allow time for flexible grouping to occur for intervention. 　◦ Time for intervention can be altered based on master schedule. • Strategic and purposeful scheduling of courses 　◦ API meets with Intervention Team to identify groups who'd benefit from courses designed for intervention. Looking at the previous year's course failures to align offerings with student needs • Strategic and purposeful summer school based on fall and spring course offerings 　◦ summer school utilizes credit recovery through GradPoint • Upon entering 10th-if student failed Eng 1, scheduled for Eng 1 (CR) in fall and Eng 2 in spring • Upon entering 11th- If student failed Eng 2, scheduled for Eng 2 in fall and Eng 3 in spring • Upon entering 12th- If student failed Eng 3, scheduled for Eng 3 (CR) in fall and Eng 4 in spring **Options** • Daily intervention instruction for 30 min, no more than 10 students (Cougar Time) • After school tutoring offered weekly by department • More intensive interventions will be delivered during day outside of core through (i.e. elective time) in ALC • After/Before School content recovery 　◦ This will not replace intervention time conducted during school	**Scheduling** • Master schedule has been designed to allow time for flexible grouping to occur for intervention. 　◦ Time for intervention can be altered based on master schedule. • Strategic and purposeful scheduling of courses 　◦ API meets with Intervention Team to identify groups who'd benefit from courses designed for intervention. Looking at the previous year's course failures to align offerings with student needs • Strategic and purposeful summer school based on fall and spring course offerings 　◦ summer school utilizes credit recovery through GradPoint • Upon entering 10th-if student failed Math 1, scheduled for Math 1 in fall and Math 2 in spring • Upon entering 11th- If student failed Math 2, scheduled for Math 2 (CR) in fall and Math 3 in spring • Upon entering 12th- If student failed Math 3, scheduled for Math 3 (CR) in fall and 4th Math option in spring **Options** • Daily intervention instruction for 30 min, no more than 10 students (Cougar Time) • After school tutoring offered weekly by department • More intensive interventions will be delivered during day outside of core through (i.e. elective time) in ALC • After/Before School content recovery 　◦ This will not replace intervention time conducted during school	ALC/ISI/ACE: • Administrator and Intervention determine dates of entry/exit into ALC/ISI. Student contract created with student to determine goals and set expectations. ALC is extended or reduced based on student success in meeting their goals. • Small-group instruction in Pro-Social behavior provided to students in ALC/ISI using School Connect Curriculum. • SIRS data identifying students with 3 or more referrals resulting in ISI/ALC 2015-2016 pulled and given to Intervention Committee (committee of teachers, separate from Intervention Team). Students are paired with staff for mentoring and Check-In/Check-Out.. • ACE provided for students caught with illegal substances. Provides opportunity for students to reduce their suspension through completion of program focused on decision-making.

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School Improvement Plan

	Reading	Math	Behavior
Instruction	PLTs are focused on content teaching standards using the 4Cs and analyzing data from common formative assessments. Systematic problem solving using TIPS: • Makeup work • Test retakes/corrections • Parent/guardian conference and communication • Mandatory Cougar Time • Possible unit recovery through GradPoint School wide expectations are taught and reviewed with students and staff bi-weekly. Structures include but are not limited to: • PRIDE • Study skills • Test-taking skills • Bell-to-bell Core plan is implemented when EWS class indicator is red for literacy in MTSS Explorer.	PLTs are focused on content teaching standards using the 4Cs and analyzing data from common formative assessments. Systematic problem solving using TIPS: • Makeup work • Test retakes/corrections • Parent/guardian conference and communication • Mandatory Cougar Time • Possible unit recovery through GradPoint School wide expectations are taught and reviewed with students and staff bi-weekly. Structures include but are not limited to: • PRIDE • Study skills • Test-taking skills • Bell-to-bell Core plan is implemented when EWS class indicator is red for math in MTSS Explorer.	School wide expectations are taught and reviewed with students and staff bi-weekly. Structures include but are not limited to: Tier 1: • PRIDE • Study skills • Cougar Time • Bell-to-bell Tier 2: (Tier 1 included) Strategic • Social skills training • Conflict/resolution • Check-in/Check-out • Use of ISI room (Adm. assigned) Tier 3: (Tier 1 and 2 included) Intensive • Use of ALC room as environment relocation (Adm. assigned)

	Reading	Math	Behavior

Assessment and Progress Monitoring	PowerSchools Current Grades Report
	• Pulled bi-weekly with attendance, SIRS data to analyze progress in core
	   ○ Pulled by assigned IT case manager
	*Decipher if student is failing due to Quiz/Tests vs. HW/CW
	Data from SIRS pulled monthly:
	• Discipline referrals
	• Academic ALC placements
	• Attendance data
	• Walk through observations
	• Student Feedback Perception Survey
	*Results would allow placement in a strategic or intensive intervention
	Student Assistance Program (SAP) Coordinator reports attendance data bi-monthly to Intervention Team for students who are at-risk based on multiple measures of data, and matches an infrastructural response.
	Intentional Non-Learner vs. Failed Learner
	Intentional Non-Learner: NOT failing because:
	• cognitive disability
	• academic gaps
	• skill deficit
	• Instructional and/or Curriculum Factors (lack of high qualified core instructor, i.e. long-term sub)
	Failed learner: NOT failing because:
	• lack of materials
	• refusal to do CW
	• attendance
	• not turning in HW
		PowerSchools Current Grades Report
		• Pulled bi-weekly with attendance, SIRS data to analyze progress in core
		   ○ Pulled by assigned IT case manager
		*Decipher if student is failing due to Quiz/Tests vs. HW/CW
		Data from SIRS pulled monthly:
		• Discipline referrals
		• Academic ALC placements
		• Attendance data
		• Walk through observations
		• Student Feedback Perception Survey
		*Results would allow placement in a strategic or intensive intervention
		Student Assistance Program (SAP) Coordinator reports attendance data bi-monthly to Intervention Team for students who are at-risk based on multiple measures of data, and matches an infrastructural response.
		Intentional Non-Learner vs. Failed Learner
		Intentional Non-Learner: NOT failing because:
		• cognitive disability
		• academic gaps
		• skill deficit
		• Instructional and/or Curriculum Factors (lack of high qualified core instructor, i.e. long-term sub)
		Failed learner: NOT failing because:
		• lack of materials
		• refusal to do CW
		• attendance
		• not turning in HW
			ALC/ISI/ACE:
			• Data from SIRS pulled monthly
			• Major and minor –period by period, day by day
			• Teacher reported
			• Office discipline referral
			• Academic ALC placements
			• Attendance data
			• Walk through observations
			• Student Feedback (perception) survey
			*Results would allow placement in a strategic or intensive intervention
			Student Assistance Program (SAP) Coordinator reports attendance data bi-monthly to Intervention Team for students who are at-risk based on multiple measures of data, and matches an infrastructural response.
			Intentional Non-Learner vs. Failed Learner
			Intentional Non-Learner: NOT failing because:
			• cognitive disability
			• academic gaps
			• skill deficit
			• Instructional and/or Curriculum Factors (lack of high qualified core instructor, i.e. long-term sub)
			Failed learner: NOT failing because:
			• lack of materials
			• refusal to do CW
			• attendance
			• not turning in HW

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School Improvement Plan

	Reading	Math	Behavior
Curriculum/Resources	PROGRAMS: Study Island Newsela GradPoint Kahn Academy Check-in/Check-out ONLINE RESOURCES: College Foundation of North Carolina, National Dropout prevention Center/Network, Association of Curriculum and Development (ascd.org), Intervention Central Positive Behavior Interventions and Supports, National Center on Student Progress Monitoring (Easycbm.com), National School Reform Faculty (nsrf.org), My College QuickStart (CollegeBoard) BOOKS: 50 Instructional Routines to Develop Content Literacy Discipline in the Secondary Classroom Engaging Students with Poverty in Mind Classroom Instruction that Works	PROGRAMS: Study Island GradPoint Kahn Academy Check-in/Check-out ONLINE RESOURCES: College Foundation of North Carolina, National Dropout prevention Center/Network, Association of Curriculum and Development (ascd.org), Intervention Central Positive Behavior Interventions and Supports, National Center on Student Progress Monitoring (Easycbm.com), National School Reform Faculty (nsrf.org), My College QuickStart (CollegeBoard) BOOKS: 50 Instructional Routines to Develop Content Literacy Discipline in the Secondary Classroom Engaging Students with Poverty in Mind Classroom Instruction that Works	PROGRAMS: Study Island School Connect GradPoint Kahn Academy Check-in/Check-out ONLINE RESOURCES: College Foundation of North Carolina, National Dropout prevention Center/Network, Association of Curriculum and Development (ascd.org), Intervention Central Positive Behavior Interventions and Supports, National Center on Student Progress Monitoring (Easycbm.com), National School Reform Faculty (nsrf.org), My College QuickStart (CollegeBoard) BOOKS: 50 Instructional Routines to Develop Content Literacy Discipline in the Secondary Classroom Engaging Students with Poverty in Mind Classroom Instruction that Works

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

School:	Wake Forest HS
Plan Year	2016-2018
School Year:	2017-2018

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	**ENTRY** 9th Grade (First Year Students): • Graduation Cohort Data • EVAAS probability of proficiency below 50% • History of level 2 or below on reading EOG's • Retained in 8th grade • IEP/recommendation from previous school • Failure of English I 10th Grade (Second Year Students): • Graduation Cohort Data (off cohort) • Entering 10th grade: • Retained in 9th grade due to failure in core courses • Completed credit recovery in 9th grade 11th Grade (Third Year Students): • Graduation Cohort Data (off cohort) • Below benchmark: Eng 2, Bio EOC's • Retained in 10th • Completed credit recovery in 10th grade • Entering 11th grade: 12th Grade (Fourth Year Students): • Graduation Cohort Data (Off Cohort) • Below benchmark: Eng 2, Bio EOC's • Retained in 11th grade • Completed credit recovery in 11th grade • Entering 12th grade: **EXIT** • When benchmark is achieved and maintained per progress monitoring data • Agreement between all key stakeholders • Current Grade Report • Attendance regularity increases • When EWS indicator has improved from red to yellow/green	**ENTRY** 9th Grade (First Year Students): • Graduation Cohort Data • EVAAS probability of proficiency below 50% • History of level 2 or below on math EOG's • Retained in 8th grade • IEP/recommendation from previous school • Failure of Math I 10th Grade (Second Year Students): • Graduation Cohort Data (off cohort) • Entering 10th grade: • Retained in 9th grade due to failure in core courses • Completed credit recovery in 9th grade 11th Grade (Third Year Students): • Graduation Cohort Data (off cohort) • Below benchmark: Math 1 EOC • Retained in 10th grade • Completed credit recovery in 10th grade • Entering 11th grade: 12th Grade (Fourth Year Students): • Graduation Cohort Data (Off Cohort) • Below benchmark: Math 1 EOC • Retained in 11th grade • Completed credit recovery in 10th grade • Entering 11th grade: **EXIT** • When benchmark is achieved and maintained per progress monitoring data • Agreement between all key stakeholders • Current Grade Report • Attendance regularity increases • When EWS indicator has improved from red to yellow/green	**ENTRY** Attendance: Based on the number of consecutive days of unexcused absences by quarter. • (Concern): 3 consecutive unexcused absences for current quarter • (Significant Risk): 4 or more consecutive unexcused absences for current quarter Based on a percentage of unexcused absences for their current school membership by the year (an ongoing count). • (Concern): 7-• (Significant Risk): 10% or more unexcused absences/membership days current year Suspensions: Indicator risk in days: • Q1: *(Concern) 6-10 *(Significant Risk) 11+ *data from previous yr. • Q2: (Concern) 3-6 (Significant Risk) 7+ • Q3:(Concern) 5-8 (Significant Risk) 9+ • Q4:(Concern) 8-10 (Significant Risk) 11+ **EXIT** • When EWS indicator has improved from red to yellow/green in MTSS Explorer ∘ Decrease in discipline referrals ∘ Increase in attendance

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School Improvement Plan

	Reading	Math	Behavior
Intervention Structure	**Scheduling** • Master schedule has been designed to allow time for flexible grouping to occur for intervention. ∘ Time for intervention can be altered based on master schedule. • Strategic and purposeful scheduling of courses ∘ API meets with Intervention Team to identify groups who'd benefit from courses designed for intervention. Looking at the previous year's course failures to align offerings with student needs • Strategic and purposeful summer school based on fall and spring course offerings ∘ summer school utilizes credit recovery through GradPoint • Upon entering 10th-if student failed Eng 1, scheduled for Eng 1 (CR) in fall and Eng 2 in spring • Upon entering 11th- If student failed Eng 2, scheduled for Eng 2 in fall and Eng 3 in spring • Upon entering 12th- If student failed Eng 3, scheduled for Eng 3 (CR) in fall and Eng 4 in spring **Options** • Daily intervention instruction for 30 min, no more than 10 students (Cougar Time) • After school tutoring offered weekly by department • More intensive interventions will be delivered during day outside of core through (i.e. elective time) in ALC • After/Before School content recovery ∘ This will not replace intervention time conducted during school	**Scheduling** • Master schedule has been designed to allow time for flexible grouping to occur for intervention. ∘ Time for intervention can be altered based on master schedule. • Strategic and purposeful scheduling of courses ∘ API meets with Intervention Team to identify groups who'd benefit from courses designed for intervention. Looking at the previous year's course failures to align offerings with student needs • Strategic and purposeful summer school based on fall and spring course offerings ∘ summer school utilizes credit recovery through GradPoint • Upon entering 10th-if student failed Math 1, scheduled for Math 1 in fall and Math 2 in spring • Upon entering 11th- If student failed Math 2, scheduled for Math 2 (CR) in fall and Math 3 in spring • Upon entering 12th- If student failed Math 3, scheduled for Math 3 (CR) in fall and 4th Math option in spring **Options** • Daily intervention instruction for 30 min, no more than 10 students (Cougar Time) • After school tutoring offered weekly by department • More intensive interventions will be delivered during day outside of core through (i.e. elective time) in ALC • After/Before School content recovery ∘ This will not replace intervention time conducted during school	**ALC/ISI/ACE:** • Administrator and Intervention determine dates of entry/exit into ALC/ISI. Student contract created with student to determine goals and set expectations. ALC is extended or reduced based on student success in meeting their goals. • Small-group instruction in Pro-Social behavior provided to students in ALC/ISI using School Connect Curriculum. • SIRS data identifying students with 3 or more referrals resulting in ISI/ALC 2015-2016 pulled and given to Intervention Committee (committee of teachers, separate from Intervention Team). Students are paired with staff for mentoring and Check-In/Check-Out.. • ACE provided for students caught with illegal substances. Provides opportunity for students to reduce their suspension through completion of program focused on decision-making.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

	Reading	Math	Behavior
Instruction	PLTs are focused on content teaching standards using the 4Cs and analyzing data from common formative assessments. Systematic problem solving using TIPS: • Makeup work • Test retakes/corrections • Parent/guardian conference and communication • Mandatory Cougar Time • Possible unit recovery through GradPoint School wide expectations are taught and reviewed with students and staff bi-weekly. Structures include but are not limited to: • PRIDE • Study skills • Test-taking skills • Bell-to-bell Core plan is implemented when EWS class indicator is red for literacy in MTSS Explorer.	PLTs are focused on content teaching standards using the 4Cs and analyzing data from common formative assessments. Systematic problem solving using TIPS: • Makeup work • Test retakes/corrections • Parent/guardian conference and communication • Mandatory Cougar Time • Possible unit recovery through GradPoint School wide expectations are taught and reviewed with students and staff bi-weekly. Structures include but are not limited to: • PRIDE • Study skills • Test-taking skills • Bell-to-bell Core plan is implemented when EWS class indicator is red for literacy in MTSS Explorer.	School wide expectations are taught and reviewed with students and staff bi-weekly. Structures include but are not limited to: Tier 1: • PRIDE • Study skills • Cougar Time • Bell-to-bell Tier 2: (Tier 1 included) Strategic • Social skills training • Conflict/resolution • Check-in/Check-out • Use of ISI room (Adm. assigned) Tier 3: (Tier 1 and 2 included) Intensive • Use of ALC room as environment relocation (Adm. assigned)

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School Improvement Plan

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Assessment and Progress Monitoring	PowerSchools Current Grades Report • Pulled bi-weekly with attendance, SIRS data to analyze progress in core ◦ Pulled by assigned IT case manager *Decipher if student is failing due to Quiz/Tests vs. HW/CW Data from SIRS pulled monthly: • Discipline referrals • Academic ALC placements • Attendance data • Walk through observations • Student Feedback Perception Survey *Results would allow placement in a strategic or intensive intervention Student Assistance Program (SAP) Coordinator reports attendance data bi-monthly to Intervention Team for students who are at-risk based on multiple measures of data, and matches an infrastructural response. **Intentional Non-Learner vs. Failed Learner** Intentional Non-Learner: NOT failing because: • cognitive disability • academic gaps • skill deficit • Instructional and/or Curriculum Factors (lack of high qualified core instructor, i.e. long-term sub) Failed learner: NOT failing because: • lack of materials • refusal to do CW • attendance • not turning in HW	PowerSchools Current Grades Report • Pulled bi-weekly with attendance, SIRS data to analyze progress in core ◦ Pulled by assigned IT case manager *Decipher if student is failing due to Quiz/Tests vs. HW/CW Data from SIRS pulled monthly: • Discipline referrals • Academic ALC placements • Attendance data • Walk through observations • Student Feedback Perception Survey *Results would allow placement in a strategic or intensive intervention Student Assistance Program (SAP) Coordinator reports attendance data bi-monthly to Intervention Team for students who are at-risk based on multiple measures of data, and matches an infrastructural response. **Intentional Non-Learner vs. Failed Learner** Intentional Non-Learner: NOT failing because: • cognitive disability • academic gaps • skill deficit • Instructional and/or Curriculum Factors (lack of high qualified core instructor, i.e. long-term sub) Failed learner: NOT failing because: • lack of materials • refusal to do CW • attendance • not turning in HW	**ALC/ISI/ACE:** • Data from SIRS pulled monthly • Major and minor –period by period, day by day • Teacher reported • Office discipline referral • Academic ALC placements • Attendance data • Walk through observations • Student Feedback (perception) survey *Results would allow placement in a strategic or intensive intervention Student Assistance Program (SAP) Coordinator reports attendance data bi-monthly to Intervention Team for students who are at-risk based on multiple measures of data, and matches an infrastructural response. **Intentional Non-Learner vs. Failed Learner** Intentional Non-Learner: NOT failing because: • cognitive disability • academic gaps • skill deficit • Instructional and/or Curriculum Factors (lack of high qualified core instructor, i.e. long-term sub) Failed learner: NOT failing because: • lack of materials • refusal to do CW • attendance • not turning in HW

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