



School Improvement Plan 2023-2024

School: Little Rock West High School of Innovation
Address: 5619 Ranch Drive, LR AR, 72223
ESSA Score Current Year: 58.60
ESSA Score Previous Year: 60.82

Principal: Karen Heatherly
Phone: 501-447-8600
ESSA Letter Grade Current Year: D
ESSA Letter Grade Previous Year: D

Guiding Coalition		
Name	Position/Role	Contact (email/phone)
Karen Heatherly	Principal	karen.heatherly@lrsd.org
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Shelly Rhodes	Parent	rajakwanyin@comcast.net
Darren Morgan	Community Member	damorgan7@gmail.com

SCHOOL MISSION
Little Rock West High School of Innovation will use personalized educational approaches and methods to prepare students for college, career, and life beyond high school.
SCHOOL VISION
College Ready, Career Ready, Life Ready

PLAN: NEEDS ASSESSMENT	
Academics	
Strengths	Challenges
<ul style="list-style-type: none"> • Growth on all ACT Aspire exams for the past two years • 13 AP courses offered to students • Advisory daily with weekly grade checks. Teachers pull students for academic support during advisory Tuesdays through Fridays. • Meeting students' personal needs to ensure their academic and personal success. 	<ul style="list-style-type: none"> • Our high Special Education population makes it challenging to achieve high proficiency percentages on district and state exams. • The need to move all students toward proficiency by providing/ensuring educational equity for every student. • Strengthening Pre-AP Algebra I, Pre-AP Geometry, Pre-AP English I, and English II utilizing College Board curriculum resources. • Moving every teacher towards teaching through Project Based Learning. • Creating and using a schoolwide Model of Instruction to

	<p>ensure effective teaching in every classroom.</p> <ul style="list-style-type: none"> Effectively using data sheets by every teacher to drive their intervention and instruction.
Culture & Climate	
Strengths	Challenges
<ul style="list-style-type: none"> Meeting students' personal needs to ensure their academic and personal success. Diverse student population (13 languages; 50% African American, 35% Caucasian, 15% other.) Weekly Kindness and Wellness videos and lessons through the morning meeting on Mondays. In-house Social Workers and Success Coaches meet with students weekly and as needed. Students who attended regular sessions with their success coaches saw a decline in office referrals for discipline. Flex Days incorporated a half day most weeks to address clubs, activities, labs, field trips, etc. to protect academic time on other days. Dragon Academy for new incoming students before the start of the school year. Incentives each quarter for students showing growth. 	<ul style="list-style-type: none"> Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. This will be addressed through beginning, middle, and end-of-year surveys. Attendance issues with students. Average daily attendance rates for the 22-23 school year were as follows: 9th grade - 91.3%, 10th grade - 89.3%, 11th grade - 91.6%, and 12th grade - 96%. Teacher teams and collaborative groups will regularly interact bi-weekly to address common issues regarding attendance, curriculum, assessment, instruction, and the achievement of all students. The goal is to have at least 95% average daily attendance for every grade.
Parent/Family Engagement, Partnerships, Operations	
Strengths	Challenges
<ul style="list-style-type: none"> High engagement with social media Small group of invested parents wants to grow family engagement and community partnerships Growing and enthusiastic PTSA (parent/teacher/student association) 	<ul style="list-style-type: none"> Struggling to make gains in community partnerships Promoting/Advertising what West HS has to offer <ul style="list-style-type: none"> Finding that community still does not know we exist. Getting current PTSA members more involved and attend meetings

- **Creating opportunities for our teachers and students to mentor/partner with Pinnacle View MS**

PLAN: GOAL-SETTING

Area	Goal (Include a connection to LRSB Board Goals)	Current Supporting Data																																							
<p>Literacy</p>	<p>Increase academic achievement and growth in literacy by two percent or more compared to the prior year, based on state accountability assessments.</p> <p>Closing the Gap: Decrease the academic achievement gap, by 2% each year, for historically marginalized subgroups, in literacy by two percent or more every year. (Subgroups for Comparison: African-American, White, Hispanic, Asian-American, Economically Disadvantaged, SPED, Gifted & Talented, and English Learners)</p> <ul style="list-style-type: none"> • Literacy teachers will use data from district interim assessments and their own formative and summative assessments to plan for: <ul style="list-style-type: none"> ○ Reteaching skills identified by assessments ○ Pulling small groups during Flex for intervention ○ Planning lessons to address gaps in learning based on assessments <p>Concurrent Credit and AP:</p> <ul style="list-style-type: none"> • LR West offers Concurrent Credit Comp 1 and Comp 2 through AP Literature. • LR West offers AP Language and AP Literature • AP offerings will be expanded as student numbers increase. 	<p>2022 ACT Aspire scores: Grade 9</p> <table border="1"> <thead> <tr> <th>Subgroup</th> <th>English - % Ready or Exceeding</th> <th>Reading - % Ready or Exceeding</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>38%</td> <td>19%</td> </tr> <tr> <td>White</td> <td>65%</td> <td>46%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>40%</td> <td>20%</td> </tr> <tr> <td>Asian</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>IEP</td> <td>21%</td> <td>16%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>38%</td> <td>20%</td> </tr> </tbody> </table> <p>2023 ACT Aspire scores: Grade 10</p> <table border="1"> <thead> <tr> <th>Subgroup</th> <th>English - % Ready or Exceeding</th> <th>Reading - % Ready or Exceeding</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>40%</td> <td>19%</td> </tr> <tr> <td>White</td> <td>63%</td> <td>37%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>34%</td> <td>17%</td> </tr> <tr> <td>Asian</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>IEP</td> <td>23%</td> <td>14%</td> </tr> </tbody> </table>	Subgroup	English - % Ready or Exceeding	Reading - % Ready or Exceeding	African American	38%	19%	White	65%	46%	Hispanic or Latino	40%	20%	Asian	50%	25%	IEP	21%	16%	Economically Disadvantaged	38%	20%	Subgroup	English - % Ready or Exceeding	Reading - % Ready or Exceeding	African American	40%	19%	White	63%	37%	Hispanic or Latino	34%	17%	Asian	50%	0%	IEP	23%	14%
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<p><u>Math</u></p>	<p>Increase academic achievement and growth in math by two percent compared to the prior year, based on state accountability assessments.</p> <p>Closing the Gap: Decrease the academic achievement gap, by 2% each year, for historically marginalized subgroups, in math by two percent or more every year. (Subgroups for Comparison: African-American, White, Hispanic, Asian-American, Economically Disadvantaged, SPED, Gifted & Talented, and English Learners)</p> <p><i>23-24 will bring the new End of Course Exams for Algebra I & II, as well as Geometry. This year will be a baseline year for those scores.</i></p> <ul style="list-style-type: none"> Math teachers will use data from district interim 	<p>2022 ACT Aspire scores: Grade 9</p> <table border="1"> <thead> <tr> <th>Subgroup</th> <th>Math - % Ready or Exceeding</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>10%</td> </tr> <tr> <td>White</td> <td>38%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>0%</td> </tr> <tr> <td>Asian</td> <td>25%</td> </tr> <tr> <td>IEP</td> <td>5%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>14%</td> </tr> </tbody> </table> <p>2023 ACT Aspire scores: Grade 10</p>	Subgroup	Math - % Ready or Exceeding	African American	10%	White	38%	Hispanic or Latino	0%	Asian	25%	IEP	5%	Economically Disadvantaged	14%										
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assessments and their own formative and summative assessments to plan for:

- Reteaching skills identified by assessments
- Pulling small groups during Flex for intervention
- Planning lessons to address gaps in learning based on assessments

Concurrent Credit and AP:

- Concurrent Credit College Algebra was offered on the course selection sheet for the first time in the spring of 2023 with not enough interest for it to make as a course.
- AP Statistics will be taught for the second year
- AP Precalculus will be taught for the first time in 23-24
- West will continue to offer new math courses based on student interest in the future.

Subgroup	Math - % Ready or Exceeding
African American	5%
White	11%
Hispanic or Latino	0%
Asian	0%
IEP	5%
Economically Disadvantaged	7%

2023 ACT Aspire scores: Grade 9

Subgroup	Math - % Ready or Exceeding
African American	20%
White	45%
Hispanic or Latino	0%
Asian	67%
IEP	0%
Economically Disadvantaged	25%

Academies

Academies -

- To have 100% of students* in grades 10-12 enrolled in a career pathway up through graduation.
- To increase the percentage of students graduating as a completer or concentrator by 5% each year, with a goal of 75% of students graduating as a completer or concentrator by Spring 2028.

**These numbers will not include CBI or Easter Seals students who are not required to enroll in Career Pathways.*

2023 CTE enrollment:

168/222 (76%) 10-12th graders enrolled in at least one career pathway course for the 22-23 school year. *Ignite students were not required to enroll in career pathway courses.

2023 Graduates with Completer or Concentrator status: 45/73 (62%) of 2023 seniors graduated as a completer or concentrator.

	<p>Certifications - Increase by 2% each year the percentage of students earning an industry certification through CTE courses, with a goal over the next five years of 100% for those enrolled in CTE courses obtaining at least one certification prior to graduation.</p>	<ul style="list-style-type: none"> • 23/73 (31.5%) Completers • 22/73 (30.5%) Concentrators <p>2023 Student Certifications Through CTE Courses</p> <p>2024 CTE enrollment: 182/193 (94%) 10-12th graders enrolled in at least one career pathway course for the 23-24 school year.</p> <p>*2024 Student Certifications through CTE Courses will be totaled at the end of the 23-34 school year.</p>
<p>Magnet Programs (if applicable)</p>	<p>N/A</p>	
<p>School Culture</p>	<ul style="list-style-type: none"> • Conduct HRS Level 1 Safe, Supportive, and Collaborative Culture surveys three times per year with Parents, teachers and Staff, Students, and Administrators with the goal of 80% agreement to the Leading Indicators by the end of the school year 2024. <ul style="list-style-type: none"> ○ Survey timeline - Week of November 27, 2023, Week of March 11, 2024, Week of May 6, 2024, • Integrate Social Emotional Learning (SEL) Framework and practices school-wide in order to promote well-being and a sense of belonging amongst LRSD students and staff. <ul style="list-style-type: none"> ○ Monday Check-in during Advisory ○ Mediation ○ Success Coach Referrals • Beginning each school day with a schoolwide Morning Meeting Zoom to discuss expectations for the day, morning announcements, and celebrate 	<p>HRS Level 1 Safe, Supportive, and Collaborative Culture Surveys</p> <p><i>Data will be added after surveys are administered.</i></p> <p>Link to weekly kindness videos shown during Monday Morning Meetings</p> <p>Mediation - Students who have conflicts with other students are encouraged to enter into mediation in order to resolve the issues and come to a common understanding. From August 23 to November 23, our success coaches have</p> <p>Success Coach Referral</p>

	<p>good things and answer questions.</p> <ul style="list-style-type: none"> ● Hold Dragon Voices meeting with the principal once each quarter to provide time for parents, students, and the community to sit down and discuss good things, concerns, and opportunities for growth for West High School. 	
	<ul style="list-style-type: none"> ● Increase student enrollment for the incoming 9th grader cohort by 15% for the 24-25 academic year through targeted marketing and outreach efforts, resulting in a diverse and academically qualified student body. ● Partner with Pinnacle View Middle School at least twice per year to provide opportunities for West High School students and teachers to include middle school students and teachers in projects and combined learning experiences, using these experiences as recruiting tools. 	
<p><u>Parent Engagement</u></p>	<ul style="list-style-type: none"> ● By the end of the academic year, increase parental engagement in school activities by 15% over the last school year as measured by the number of parents attending parent-teacher conferences, school events, and volunteering opportunities compared to 2023 data. ● Use data gathered from the HRS Level 1 Safe, Supportive, and Collaborative Culture surveys to indicate needs and next steps in engaging parents. ● Hold Dragon Voices meeting with the principal once each quarter to provide time for parents, students, and the community to sit down and discuss good things, concerns, and opportunities for growth for West High School. ● Create and implement a culturally responsive family 	<p><u>HRS Level 1 Safe, Supportive, and Collaborative Culture surveys</u></p> <p>Data from Surveys</p> <p><u>Link to Title I Parent Meeting agenda/slideshow presentation</u></p>

	engagement plan, welcoming and encouraging authentic partnerships in support of the child's educational experiences. Link to PFE	
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THEORY OF ACTION:

If...
district leaders work collaboratively to provide relevant resources and support in the use of evidence-based practices and data, to promote fully engaging instructional activities in all classrooms;

And If...
principals promote a safe and secure environment; are fully engaged as instructional leaders; monitor the implementation of evidence-based practice through the use of TESS and principles of the SoR; review and interpret data to drive decisions;

And If...
teachers are fully certified and engaged; use evidence-based instructional practices acquired through relevant professional development; work in collaborative teams reviewing and interpreting data to determine next steps for instruction;

Then...
students will be fully engaged in instructional activities that prepare them for the next step in their education and preparation for post-secondary options.

PLAN: IMPLEMENTATION			
Goal 1: Literacy			
ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING

<ul style="list-style-type: none"> Identify students in need of remediation based on their most recent Reading ACT Aspire scores, classroom, and district assessments. 	All English teachers	Fall semester 2023	In Progress ▾
<ul style="list-style-type: none"> During the first 30 minutes of PLCs, teachers will use the Student Data Sheet to input data from the previous week from formative assessments, student practice, district assessments, etc. based on proficiency of learning standards. Students will be scheduled for Advisory Pull-out and/or Flex Academic Support sessions to receive intervention as needed. 	All English teachers	Ongoing: Students will be assessed during their English classes and through their reading intervention classes to determine if pullouts remain necessary, or if others need to be added.	In Progress ▾
<ul style="list-style-type: none"> Students identified as needing Tier 2 Reading interventions prior to the start of the school year will receive services during their regular school day through Academic Reading classes with Ms. Gavin 	Ms. Abby Gavin and Mrs. Lisa Drannon	Fall semester 2023 Ongoing: Students will be assessed through their reading intervention classes to determine if students need to remain in these classes, or be exited from the program.	In Progress ▾
<ul style="list-style-type: none"> Identify students in need of intervention based on their most recent Literacy District Quarterly Assessment scores. 	All English Teachers	Quarterly: Students will be assessed on their quarterly district Literacy assessment to determine if additional pullouts are needed during advisory and Flex days.	In Progress ▾
<ul style="list-style-type: none"> Teachers will follow West's Model of Instruction to ensure effective teaching 	All Teachers	Ongoing, beginning in Fall 2023.	In Progress ▾

<p>happens in every classroom. Our Model of Instruction will be developed by the staff during pre-school PD, based on Marzano's <i>The New Art and Science of Teaching</i> 43 elements.</p> <ul style="list-style-type: none"> Teachers will participate in Instructional Rounds and provide feedback that will be used to monitor the use of the Model of Instruction, and effective teaching in every classroom. Our Problem of Practice will be developed by the staff during pre-school PD in August. 		<p>Data from instructional rounds and administrator observations will be presented and discussed during Leadership meetings, and monthly staff meetings.</p>	
Evaluation (Check)			
Quarter 1			
<p>Questions</p> <ul style="list-style-type: none"> What progress has been made towards the goal? <ul style="list-style-type: none"> Teachers are tracking standard proficiency with their data sheets in weekly PLC meetings Teachers have planned and began implementing their reteach plans after the first district assessment Teachers are participating in instructional rounds to improve their own instructional practices What successes can you build on? <ul style="list-style-type: none"> Systems have been put in place to monitor and respond to student performance. Systems have been put in place to improve teacher performance through instructional rounds. What areas need additional focus? <ul style="list-style-type: none"> Continue to refine grouping students for remediation from ACT Aspire and District Interim Assessment Data for intervention and remediation groups. What actions/next steps will you and your team pursue? <ul style="list-style-type: none"> Through the data collected from instructional rounds and administrative observations, we will plan professional growth opportunities for the staff. 			
Quarter 2			

Questions

- What progress has been made towards the goal?
 - Teachers continue tracking standard proficiency with their data sheets in weekly PLC meetings. Some teachers are better than others, and we need to continue to monitor its usage.
 - Teachers are implementing their reteach plans after the first district assessment
 - Teachers are participating in instructional rounds to improve their own instructional practices
- What successes can you build on?
 - Systems have been put in place to monitor and respond to student performance.
 - Systems have been put in place to improve teacher performance through instructional rounds.
- What areas need additional focus?
 - Continue to refine grouping students for remediation from ACT Aspire and District Interim Assessment Data for intervention and remediation groups.
- What actions/next steps will you and your team pursue?
 - Through the data collected from instructional rounds and administrative observations, we will plan professional growth opportunities for the staff.

Quarter 3

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 4

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?

- What actions/next steps will you and your team pursue?

PLAN: IMPLEMENTATION

Goal 2: Math

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
<ul style="list-style-type: none"> • Identify students in need of intervention based on their most recent Math ACT Aspire scores, classroom and district assessments. 	All Math Teachers	Fall 2023	In Progress ▾
<ul style="list-style-type: none"> • During the first 30 minutes of their PLC, teachers will use the Student Data Sheet to input data from the previous week from formative assessments, student practice, district assessments, etc. based on proficiency of learning standards. Students will be scheduled for Advisory Pull-out and/or Flex Academic Support sessions to receive intervention as needed. 	All Math teachers	Ongoing: Students will be assessed during their Math classes to determine if pullouts remain necessary, or if others need to be added.	In Progress ▾
<ul style="list-style-type: none"> • Teachers will follow West's Model of Instruction to ensure effective teaching happens in every classroom. Our Model of Instruction will be developed by the staff during pre-school PD, based on Marzano's <i>The New Art and Science of Teaching</i> 43 elements. • Teachers will participate in Instructional Rounds and provide feedback that will be used 	All Teachers	Ongoing, beginning Fall 2023. Data from instructional rounds and administrator observations will be presented and discussed during Leadership meetings, and monthly staff meetings.	In Progress ▾

<p>to monitor the use of the Model of Instruction, and effective teaching in every classroom. Our Problem of Practice will be developed by the staff during pre-school PD in August.</p>			
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Evaluation (Check)

Quarter 1

- Questions
- What progress has been made towards the goal?
 - Teachers are tracking standard proficiency with their data sheets in weekly PLC meetings
 - Teachers have planned and began implementing their reteach plans after the first district assessment
 - Teachers are participating in instructional rounds to improve their own instructional practices
 - What successes can you build on?
 - Systems have been put in place to monitor and respond to student performance.
 - Systems have been put in place to improve teacher performance through instructional rounds.
 - What areas need additional focus?
 - Continue to refine grouping students for remediation from ACT Aspire and District Interim Assessment Data for intervention and remediation groups.
 - What actions/next steps will you and your team pursue?
 - Through the data collected from instructional rounds and administrative observations, we will plan professional growth opportunities for the staff.

Quarter 2

- Questions
- What progress has been made towards the goal?
 - Teachers continue tracking standard proficiency with their data sheets in weekly PLC meetings. Some teachers are better than others, and we need to continue to monitor its usage.
 - Teachers are implementing their reteach plans after the first district assessment
 - Teachers are participating in instructional rounds to improve their own instructional practices
 - What successes can you build on?

- Systems have been put in place to monitor and respond to student performance.
- Systems have been put in place to improve teacher performance through instructional rounds.
- What areas need additional focus?
 - Continue to refine grouping students for remediation from ACT Aspire and District Interim Assessment Data for intervention and remediation groups.
- What actions/next steps will you and your team pursue?
 - Through the data collected from instructional rounds and administrative observations, we will plan professional growth opportunities for the staff.

Quarter 3

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 4

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

PLAN: IMPLEMENTATION

Goal 3: Academics

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
<ul style="list-style-type: none"> Students will explore career pathways through their Freshman Seminar course to assist in helping them choose their Academy beginning their 10th-grade year. CTE teachers will work with Mr. Suffridge to provide at least one opportunity per semester for freshmen students to partner with teachers and students in each pathway on a hands-on learning experience. 	<p>Mr. Andrew Suffridge</p> <p>Urban Agriculture Pathway - Mrs. Christen Estrada</p> <p>CTE Dept. Chair/Digital Marketing Pathway - Ms. Stacey Floyd</p> <p>Advertising and Graphic Design - Stacy Owens</p>	<p>Fall/Spring Semesters: Mr. Suffridge will partner with other CTE teachers to plan learning experiences for freshmen in our in-house pathways.</p> <p>Ongoing: Spring semester - students will make course selections and choose an academy pathway.</p>	<p>In Progress ▾</p>
<ul style="list-style-type: none"> Starting their sophomore year, students will enroll in a chosen career pathway from our focus pathways, Urban Agriculture, Digital Marketing, Advertising and Graphic Design, or pathways which may include taking courses at LRSD Metro, and working towards an industry certification. 	<p>Counselor - Mrs. Christy Ritchie</p> <p>Urban Agriculture Pathway - Mrs. Christen Estrada</p> <p>CTE Dept. Chair/Digital Marketing Pathway - Ms. Stacey Floyd</p>	<p>Fall semester - All 10-12th grade students will be enrolled in at least one CTE Academies Pathway course.</p>	<p>In Progress ▾</p>
<ul style="list-style-type: none"> CTE teachers deliver industry certification exams when students have demonstrated proficiency in the classroom. 	<p>Urban Agriculture Pathway - Mrs. Christen Estrada</p> <p>CTE Dept. Chair/Digital Marketing Pathway - Ms. Stacey Floyd</p> <p>College and Career Readiness</p>	<p>Ongoing: CTE teachers will enter their students' earned certifications in the Seamless portal.</p>	<p>In Progress ▾</p>

	<p>Teacher - Mrs. Rebekkah Bailey</p> <p>Freshman Seminar Teacher - Mr. Andrew Suffridge</p>		
<ul style="list-style-type: none"> Partner with Pinnacle View Middle School at least twice per year to provide opportunities for West High School students and teachers to include middle school students and teachers in projects and combined learning experiences. 	<p>Urban Agriculture Pathway - Mrs. Christen Estrada</p> <p>CTE Dept. Chair/Digital Marketing Pathway - Ms. Stacey Floyd</p> <p>Advertising and Graphic Design - Stacy Owens</p> <p>College and Career Readiness Teacher - Mrs. Rebekkah Bailey</p> <p>Freshman Seminar Teacher - Mr. Andrew Suffridge</p>	Spring Semester	Not Started ▾
Evaluation (Check)			
Quarter 1			
<p>Questions</p> <ul style="list-style-type: none"> What progress has been made towards the goal? <ul style="list-style-type: none"> Mr. Suffridge has teamed with Mr. Spencer to have multiple guest speakers visit with all 9th-grade students. What successes can you build on? <ul style="list-style-type: none"> 94% of current students are enrolled in at least one CTE course What areas need additional focus? <ul style="list-style-type: none"> Building partnerships with Pinnacle View teachers to provide opportunities for West High School students and teachers to include middle school students and teachers in projects and combined learning 			

- What actions/next steps will you and your team pursue?
 - Reaching out to PVMS to plan cross-school learning experiences

Quarter 2

Questions

- What progress has been made towards the goal?
 - Mr. Suffridge continues to team with Mr. Spencer to have multiple guest speakers visit with all 9th-grade students.
- What successes can you build on?
 - 94% of current students are enrolled in at least one CTE course
 - 9th-grade students participated in LRSD Career Fair
- What areas need additional focus?
 - Building partnerships with Pinnacle View teachers to provide opportunities for West High School students and teachers to include middle school students and teachers in projects and combined learning
- What actions/next steps will you and your team pursue?
 - Reaching out to PVMS to plan cross-school learning experiences

Quarter 3

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

-

Quarter 4

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

PLAN: IMPLEMENTATION

Goal 5: PFE

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
<ul style="list-style-type: none"> • Increase parent & family engagement by encouraging parents to volunteer at the school during Flex days, Incentive days, Fall Renaissance Fair, College Night, and other planned events. 	<p>Mrs. Karen Heatherly, Principal</p> <p>Mrs. Rebekkah Hays, Parent Facilitator</p> <p>Tonya Prowse, and Kelly Taylor, ViPS (Volunteers in Public Schools) school coordinators</p>	<p>Fall semester 2023</p> <p>Ongoing: regularly communicate volunteer opportunities with parents through the school newsletter, social media, phone & email methods</p>	<p>Completed ▾</p>
<ul style="list-style-type: none"> • Increase PTSA membership through sign-up events during orientation, open house, extra-curricular activities, Dragon Voices meetings, as well as targeted emails and communication. 	<p>Mrs. Rebekkah Hays, Parent Facilitator</p> <p>All teachers & staff members</p>	<p>Fall semester 2023</p> <p>Ongoing: publicize meeting dates, times, and locations well in advance for maximum participation</p>	<p>In Progress ▾</p>
<ul style="list-style-type: none"> • Hold Dragon Voices meeting with the principal once each quarter to provide time for parents, students, and the 	<p>Mrs. Karen Heatherly, Principal</p> <p>Mrs. Rebekkah Hays, Parent Facilitator</p>	<p>Once each quarter</p> <p>Ongoing: publicize meeting dates, times, and locations well in advance for maximum participation</p>	<p>In Progress ▾</p>

<p>community to sit down and discuss good things, concerns, and opportunities for growth for West High School.</p>			
<ul style="list-style-type: none"> Dragon Academy - Students new to West High School will be invited to attend the Dragon Academy during the month of July. This academy will serve as the opportunity for students to become familiar with West High School and its teachers, and get to know other students of West HS, developing relationships with others prior to the start of the school year. 	<p>Mrs. Karen Heatherly, Principal</p> <p>Mrs. Debra Caldwell, Asst. Principal</p> <p>Mrs. Rebekkah Hays, Parent Facilitator</p> <p>Ms. Shirley Forehand, Freshman Academy Team Leader</p> <p>Sponsors of Club & Organizations</p>	<p>July 2023</p>	<p>Completed ▾</p>
<p>Evaluation (Check)</p>			
<p>Quarter 1</p>			
<p>Questions</p> <ul style="list-style-type: none"> What progress has been made towards the goal? What successes can you build on? What areas need additional focus? What actions/next steps will you and your team pursue? 			
<p>Quarter 2</p>			

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 3

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 4

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?