Whitehouse Elementary School

2015-16 School Improvement Plan

Whitehouse Elementary School

11160 GENERAL AVE, Jacksonville, FL 32220

http://www.duvalschools.org/whitehouse

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	No	54%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	24%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	B	A

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide educational excellence in every school, in every classroom, for every student, every day. To grow greAt children who listen, speak, and write...and are kind.

Provide the school's vision statement

Every student is inspired and prepared for success in college, career, and life.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process by which Whitehouse learns about students' cultures and builds relationships between teachers and students involves targeting a few goals each year that enable teachers to go deep, rather than broad in their focus, These goals include at least one which is based upon developing relationships that engage and impact student learning, as well as honor diversity. Teachers understand that no child can grow unless he or she feels accepted and challenged positively. Whitehouse staff believes in the efficacy of all of our children. Every one of them CAN learn; however, the mode of learning and the timeframe for it may vary greatly. Many cultures are represented at Whitehouse, from Haitian, to African, to Hispanic,Black, and White, country, and city. We know that we all must collaborate to succeed in our mission and vision.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Whitehouse creates an environment where students feel safe and respected before, during, and after school by welcoming the early Extended Day children with a smile, pleasant words, and a calm place to begin their day. Teachers welcome their students at 8:20, for breakfast in the classroom, a healthy beginning to an engaging day. Teachers practice and review strategies that show respect for children. They utilize CHAMPS to elevate the mutual respect in their classroom. Because safety is one of our primary goals, Whitehouse maintains a secure campus, with gates closed during the school day. Children move in pairs when they must go to another teacher, or to the office. Children are checked in and out through the office with adult identification and sign-out procedures required. Arrival and departure systems are clearly defined and adjusted throughout the year to become more effective. Surveys from staff, children, and families provide input and give direction to adjustments needed.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Whitehouse follows district guidelines as outlined in the Student Code of Conduct for Elementary Schools. Protocols are in place for reporting disciplinary issues via email and referrals. In August, the administration conducted assemblies to address behavioral expectations at Whitehouse Elementary. The staff also received training regarding protocols for reporting disciplinary issues via email and referral. At Whitehouse, students are expected to keep their hands and feet to themselves at all times. Every class has a buddy class, where students can go if a timeout is the best choice for an

intervention. Whitehouse has developed a Positive Behavior Plan for common areas, such as the cafeteria, assemblies, and walkways.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Whitehouse ensures the social-emotional needs of all students are being met through its PBIS system consisting of teacher conferences, parent conferences, administrative conferences, guidance conferences. Teachers remain "in tune" with their children so that any sudden changes can be referred for conferencing. We have learned that frequently lack of engagement is the surface signal to internal conflict or personal problems, and an adult listener often helps. We learned through our Gallup Survey 2014-2015, that our students want interaction with an adult who will spend time talking to them, as much as they want good teachers. Our Whitehouse goal is that every child here would perceive our school as a safe place, where we care, and they can learn.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

*Attendance below 90%
*Frequent referrals
*One or more suspensions
*Grade of "F" in reading or math
*Level 1 score on FCAT in reading or math

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	6	3	8	8	4	37
One or more suspensions	2	2	3	3	2	4	16
Course failure in ELA or Math	3	8	10	13	17	15	66
Level 1 on statewide assessment	0	0	0	34	34	17	85

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	5	4	7	5	3	27

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Big Buddy mentoring initiative with caring teacher
Tutoring by teachers before and/or after school
Peer assistance
Parent conferences

PMP implementation and monitoring
Tier II instruction during rotations, especially focusing on vocabulary development
AIT meetings with guidance counselor
Small sessions with guidance counselor (SSGRIN)
Celebrations of success to encourage further progress

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/204576.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Whitehouse builds and sustains partnerships with the local community for the purpose of securing and utilizing resoures to support the school and student achievement by sending letters and making personal visits to local businesses. Business partners are invited to the School Advisory Council, where they can learn about the goals and objectives of Whitehouse and realize the results of their involvement with the school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Jones, Rhonda	Principal
Gilley, Bill	Assistant Principal
Popp, Alysson	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The responsibilities of the Principal, the Assistant Principal, and the Literacy Coach include:
* to monitor the implementation of the vision, mission, and annual goals
* to put in place structures that guide the daily operation of the school

* to provide support to teachers through classroom observation and feedback
* to provide opportunities to develop communities of practice where teachers review data, progress monitor, and set next steps for instruction
* to model professional growth as they challenge and encourage staff members to grow professionally also
* to maintain a culture of collaboration among teachers, staff, students, families, and community members

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The process through which the leadership identifies and aligns available resources involves summer "Planning for Results" voluntary fact-finding, discussing, and planning sessions. During these meetings the leadership and participating teachers review all data from the prior year, consider the implications, and set broad goals for the upcoming year. The Principal designs the master schedule, according to District guidelines, with input from the Assistant Principal and Coach. Books, topics, and articles are selected to be included in the professional development during upcoming early release sessions, team meetings, vertical Communities of Practice, and team leader meetings. A Shared Decision Team, chaired by a veteran teacher, is established according to contract guidelines to address concerns and provide input to the school's operation throughout the year. A Foundation Team, guided by Mr. Gilley, is selected to review procedures for the safety and well-being of all Whitehouse personnel and children. Throughout the year, Communities of Practice (CoP's) meet to strengthen core and tiered instruction, provide individual or team support, and progress monitor through data chats. These communities may consist of a grade level, a vertical content area, or a subject specific group. Team leaders meet with the leadership team every Tuesday at 7:30. Teams meet weekly during one of their common planning times and submit notes. Every Wednesday either a grade level or a vertical team meets to celebrate growth, update their Tier I, Tier II, and Tier III progress by student, look at student work, and share resources or strategies to plan next steps.The Principal, Assistant Principal, Coach, and teacher leaders facilitate these meetings. Our early release sessions are differentiated to meet the needs of various teacher groups. Sessions may include a book study, a new, computer-based initiative, an instructional video or power point, looking at student work, or addressing a "hot topic" in education. Whole faculty meetings are held as needed to address topics of school-wide interest. The Leadership Team meets weekly on Fridays to inform one another regarding current work, consider next steps, and review our goals and progress to maintain focus. Our Whitehouse alignment process also includes our school counselor, who provides information and expertise on issues ranging from program design to assessment and interventions. She informs families regarding services thatwill encourage the child's academic, emotional, behavioral, and social success .She also conducts MDT meetings for students who may need IEP's and AIT meetings for students who have attendance issues.
The Principal's role is to provide a common vision, oversee data-based decisions, ensure that teachers are implementing best practices, and promote a positive culture that nurtures both adults and students. The Assistant Principal manages discipline, buses, and materials, plus serves as designee in the principal's absence. The Coach provides individual and group training in District, State, and school initiatives to meet the individual needs of our children.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mike Moon	Parent
Andrea Bellemy	Parent
Pam Milton	Education Support Employee
Christy Murray	Parent
Charzette Smith	Parent
Melissa Smith	Teacher
Melissa Brown	Business/Community
Jennifer Moon	Business/Community
Becky Sparks	Education Support Employee
Bill Gilley	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the first SAC meeting of the year, results from the previous year were shared. Parents, staff, and community members reviewed, discussed, and gave input regarding the prior year and the results in all areas.

Development of this school improvement plan

The Principal reviewed the school data from previous years and shared goals for the upcoming year. The SAC committee had an opportunity to give input. Also, they heard our basic strategies for meeting the goals. As the year progresses, updates to our progress will be shared at SAC meetings.

Preparation of the school's annual budget and plan

The SAC committee has been provided ongoing updates regarding our District budget, both in the area of allocation and needs.
The SAC budget of approximately $4000 will be utilized for the following items:
safety cones for our car rider area $300
a new camera for our TV production studio $700
Replacement paperbacks for students $500
Other items may be approved throughout the year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Purchase Color Printer $700
Purchase Math manipulatives $300
Sponsor Reading Celebration $200

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Jones, Rhonda	Principal
Gilley, Bill	Assistant Principal
Popp, Alysson	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the schools by studying the Language Arts Florida Standards, reviewing the the content specs, and monitoring the alignment of classroom instruction throughout the year. The team also provides ongoing progress monitoring of student data to inform instruction. The LLT sponsors various student celebrations of literacy throughout the year including dressing up as a favorite book character, award "parties" and certificates for students who meet their interim reading goals, and the grand finale, "Readers Beach" in May (complete with water slides and games) for all who meet their final goal.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaboration is the glue that makes Whitehouse "stick together." Many of the teachers have been here since they began their teaching career, and they plan to retire from Whitehouse. Because of the longevity of most of the relationships, teachers have learned to treat one another more as family members than as coworkers. That means they celebrate births, mourn deaths, anxiously await doctors' reports, and share ideas readily. The "down side" of this situation is that teachers can get irritated with one another over little things, much like family members. We encourage everyone to focus on the positive and realize that we need to save our energy for the children. We utilize simple fun activities during most of our meetings, such as "Minute to Win It", "Find Someone Who...", or "Are you more a THIS, or a THAT?" Teacher teams plan together at least once per week during common resource time, have extensive planning during early release, and often meet after work and on weekends to further their collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Whitehouse Elementary uses a collaborative approach for interviewing and selecting members for our team. Many candidates are referred to school by current staff members. Individual mentors and grade level team support are provided to new teachers at Whitehouse Elementary. The persons responsible for recruiting and retaining teachers are the teacher leaders and the administration team.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Every new teacher is assigned a personal mentor who is responsible to inform and assist the mentee as he/she becomes acclimated to Whitehouse Elementary. The school PDF conducts informational sessions for mentor and mentee throughout the year. The administrative staff provides advice and support for new teachers, as well as conducting multiple observations with feedback.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Whitehouse ensures that its core instructional programs and materials are aligned to Florida's standards by studying and unpacking the standards and the content limits expected at various grade levels. Whitehouse teachers follow the District curriculum guides and utilize materials adopted or suggested by Duval County and implement them with fidelity. Faculty members meet in Communities of Practice to unpack standards, design lessons that match content specs, and review student work to determine next steps. The Standards are the primary guide for the curriculum and all other pieces must align to the Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Whitehouse has regularly scheduled grade level and/or vertical team meetings during which teachers bring their current data, student work, and computers to reference Performance Matters information on each student. Students are Tiered I, II, or III. Within the Tier I category, there is differentiation between those independent learners at the top, who must be challenged; and the others who respond to Tier I instruction adequately, but need encouragement and reinforcement. Tier II students are those who need additional small-group instruction, either frequently or occasionally during rotations. Tier III students often participate in Tier II; however, they need extensive remediation to be successful. They are taught in groups of one to three outside of the basic lesson time. Classwork, homework, and assessments may be modified according to individual student needs. Students who have an identified learning need documented on an IEP may receive extended time, have a test read to them, or use manipulatives to develop their understanding and proficiency.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 6,000

Teachers provide before and after school tutoring in core academic subjects to reinforce content and clarify misunderstandings. The tutoring is offered as a Tier II or Tier III initiative. Various modalities are included in instruction so that all students can learn.

Strategy Rationale

Struggling students generally learn best with repetition in small groups. They often need support through the use of manipulatives.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Jones, Rhonda, jonesr@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students sign in to each tutoring session. Teachers administer pre and post assessments. They analyze results and plan next steps. Teachers also use computer-based programs to extend learning.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Pre VPK children and their parents are provided orientation and conversation time with their new VPK teacher. Kindergarten students who are new to Whitehouse attend an orientation with their teachers prior to the opening of school. Current VPK students are expected to make 50% gains on the Oral Language/ Vocabulary, Mathematics, Phonological Awareness, and Print Knowledge categories of the VPK assessment.
Students follow daily rituals and routines (how to enter the classroom, line-up, walk down the hallway, sit correctly on the carpet, handle materials, work and rotate through centers, etc.)
Academic expectations are rigorous. Instruction is given from the Little Treasures curriculum in Phonological Awareness, Print Awareness, Alphabet Recognition, Oral Language, Math, Science (Mon,Wed, and Fri), and Social Studies (Tues, and Thursday everyday. Students also participate in Writer's Workshop.
Students are exposed to and work with many types of technology. They work on the Imagine Learning software for 15 minutes each day. They also use educational apps on the i-Pads, as well as the interactive whiteboard several times a week with teacher guidance.
Second through fifth grade students attending Whitehouse for the first time also attend an orientation prior to the opening of school. Children who enroll during the year are given a tour and a buddy to assist them. Parents are invited to attend individual conferences to discuss the results of baseline assessments and PMP's, during the first semester of school. Daily and weekly home-school

connection is accomplished through "the blue folder" in kindergarten through second grade, and by the school agenda in grades three through five. Fifth graders are provided the opportunity to visit their prospective feeder schools. In addition, both Baldwin and Stillwell send representatives to talk with fifth graders in the Spring.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Whitehouse utilizes several high school volunteers throughout the year to assist in learning and sports' related events. The elementary children see these teenagers as positive role models and talk to them about high school, and beyond. Teachers may have interns, either short, or long-term, who also promote college awareness. In the spring the guidance counselor conducts career awareness lessons and invites visitors from various lines of work to speak to children. The fire department and police persons have annual visits to Whitehouse to promote their career options.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If teachers consistantly and effectively provide teacher led small group instruction each day based on individual student data for differentiation then student achievement will increase in core academic areas.

G2. If administration provides opportunities for teachers to lead trainings and meetings then capacity and ownership will be built in faculty and staff. .

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers consistantly and effectively provide teacher led small group instruction each day based on individual student data for differentiation then student achievement will increase in core academic areas.
`1a`

🔍 `G072044`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - African American	68.0
AMO Reading - All Students	76.0
AMO Reading - SWD	59.0
AMO Reading - White	77.0

Resources Available to Support the Goal `2`

- Literacy Coach, Assistant Principal, Reading Interventionist, Principal, and/or District Region 3 ELA Specialist

- Master schedule with center rotations included

- Classroom center rotation schedule including names of students in each rotation, types of rotations,

- Leveled Readers, DAR TTS materials, Barton materials

- I-Ready and Achieve 3000

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher knowledge in regards to how to implement teacher led small group instruction

Plan to Monitor Progress Toward G1. `8`

Achieve 3000 data, I-Ready Math and Reading data, Mid module assessments and end of module assessments will be used to determine if school is progressing towards their goals.

Person Responsible
Bill Gilley

Schedule
Weekly, from 8/28/2015 to 5/27/2016

Evidence of Completion
Exit tickets, Weekly Achieve reports, Weekly I-Ready reports, Performance Matters reports

G2. If administration provides opportunities for teachers to lead trainings and meetings then capacity and ownership will be built in faculty and staff. . `1a`

`G072045`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - White	79.0
AMO Math - All Students	78.0
AMO Math - African American	70.0
AMO Reading - All Students	76.0
AMO Reading - African American	68.0
AMO Reading - White	77.0

Resources Available to Support the Goal `2`

- Substitute Teachers, Paraprofessionals
-

Targeted Barriers to Achieving the Goal `3`

- Providing the time for teacher's to prepare to lead meetings and professional development

Plan to Monitor Progress Toward G2. `8`

The CAST observation data and the progress monitoring of student growth will be continued throughout the year.

Person Responsible

Rhonda Jones

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Lesson plans CAST observations Student gains on i-ready, Achieve3000 and CGA's.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal	**B** = Barrier	**S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. If teachers consistantly and effectively provide teacher led small group instruction each day based on individual student data for differentiation then student achievement will increase in core academic areas. `1`

🔑 G072044

G1.B1 Lack of teacher knowledge in regards to how to implement teacher led small group instruction `2`

🔑 B187852

G1.B1.S1 Whitehouse will provide professional development during weekly common planning with teachers looking at student work and data. `4`

🔑 S199411

Strategy Rationale

The Pillars of Excellent Instruction by both engaging students and helping them gain understanding.

Action Step 1 `5`

Whitehouse will provide professional development for the teachers lead by Literacy Coach, Assistant Principal, Reading Interventionist, Principal, and/or District Region 3 ELA Specialist.

Person Responsible

Alysson Popp

Schedule

Weekly, from 9/29/2015 to 5/24/2016

Evidence of Completion

Common Planning agendas, Next steps, Lesson Plans

Action Step 2 5

During weekly common planning teachers will share their rotation/center schedule with an emphasis on what they are doing during teacher led smalls group instruction.

Person Responsible

Bill Gilley

Schedule

Biweekly, from 10/20/2015 to 5/24/2016

Evidence of Completion

Center schedules including students names, data sources

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Common Planning Agendas will be completed for each session.

Person Responsible

Alysson Popp

Schedule

Weekly, from 9/29/2015 to 5/26/2016

Evidence of Completion

Common Planning Agendas, Lesson Plans, Common Assessements

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration and Coach's will do walk throughs, informal and formal observations.

Person Responsible

Schedule

Daily, from 9/22/2015 to 6/3/2016

Evidence of Completion

CAST Rubric, Teacher Evaluations, Weekly observation lob

G2. If administration provides opportunities for teachers to lead trainings and meetings then capacity and ownership will be built in faculty and staff. . `1`

🔑 G072045

G2.B3 Providing the time for teacher's to prepare to lead meetings and professional development `2`

🔑 B187856

G2.B3.S1 Whitehouse will provide substitutes for teacher's who serve as model teachers and professional development facilitators. `4`

🔑 S199416

Strategy Rationale

This will provide teacher's the ability to properly plan lessons and trainings for their colleagues.

Action Step 1 `5`

Administration will observe classrooms and conduct surveys to determine which teacher's have the expertise to serve as model teachers.

Person Responsible

Bill Gilley

Schedule

Biweekly, from 9/22/2015 to 5/27/2016

Evidence of Completion

Administration observation notes along with survey results will be used.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

A log will be keep by Whitehouse to monitor how many teachers visit their colleagues classes.

Person Responsible

Rhonda Jones

Schedule

Evidence of Completion

Logs of model classroom visits, Calendar of opportunities for visitation to model classrooms.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Whitehouse will monitor the implementation of modeled ideas throughout the school.

Person Responsible

Rhonda Jones

Schedule

Weekly, from 9/29/2015 to 5/27/2016

Evidence of Completion

Teacher's lesson plans, CAST Observations, Teacher reflection sheets from model classroom observations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Whitehouse will provide professional development for the teachers lead by Literacy Coach, Assistant Principal, Reading Interventionist, Principal, and/ or District Region 3 ELA Specialist.	Popp, Alysson	9/29/2015	Common Planning agendas, Next steps, Lesson Plans	5/24/2016 weekly
G2.B3.S1.A1	Administration will observe classrooms and conduct surveys to determine which teacher's have the expertise to serve as model teachers.	Gilley, Bill	9/22/2015	Administration observation notes along with survey results will be used.	5/27/2016 biweekly
G1.B1.S1.A2	During weekly common planning teachers will share their rotation/center schedule with an emphasis on what they are doing during teacher led smalls group instruction.	Gilley, Bill	10/20/2015	Center schedules including students names, data sources	5/24/2016 biweekly
G1.MA1	Achieve 3000 data, I-Ready Math and Reading data, Mid module assessments and end of module assessments will be used to determine if school is progressing towards their goals.	Gilley, Bill	8/28/2015	Exit tickets, Weekly Achieve reports, Weekly I-Ready reports, Performance Matters reports	5/27/2016 weekly
G1.B1.S1.MA1	Administration and Coach's will do walk throughs, informal and formal observations.		9/22/2015	CAST Rubric, Teacher Evaluations, Weekly observation lob	6/3/2016 daily
G1.B1.S1.MA1	Common Planning Agendas will be completed for each session.	Popp, Alysson	9/29/2015	Common Planning Agendas, Lesson Plans, Common Assessments	5/26/2016 weekly
G2.MA1	The CAST observation data and the progress monitoring of student growth will be continued throughout the year.	Jones, Rhonda	9/2/2014	Lesson plans CAST observations Student gains on i-ready, Achieve3000 and CGA's.	6/5/2015 monthly
G2.B3.S1.MA1	Whitehouse will monitor the implementation of modeled ideas throughout the school.	Jones, Rhonda	9/29/2015	Teacher's lesson plans, CAST Observations, Teacher reflection sheets from model classroom observations	5/27/2016 weekly
G2.B3.S1.MA1	A log will be keep by Whitehouse to monitor how many teachers visit their colleagues classes.	Jones, Rhonda	Logs of model classroom visits, Calendar of opportunities	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			for visitation to model classrooms.		

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers consistantly and effectively provide teacher led small group instruction each day based on individual student data for differentiation then student achievement will increase in core academic areas.

G1.B1 Lack of teacher knowledge in regards to how to implement teacher led small group instruction

G1.B1.S1 Whitehouse will provide professional development during weekly common planning with teachers looking at student work and data.

PD Opportunity 1

Whitehouse will provide professional development for the teachers lead by Literacy Coach, Assistant Principal, Reading Interventionist, Principal, and/or District Region 3 ELA Specialist.

Facilitator

Principal, Assistant Principal, Literacy Coach, Reading Interventionist and District Region 3 ELA Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2015 to 5/24/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Whitehouse will provide professional development for the teachers lead by Literacy Coach, Assistant Principal, Reading Interventionist, Principal, and/or District Region 3 ELA Specialist.	$0.00
2	G1.B1.S1.A2	During weekly common planning teachers will share their rotation/center schedule with an emphasis on what they are doing during teacher led smalls group instruction.	$0.00
3	G2.B3.S1.A1	Administration will observe classrooms and conduct surveys to determine which teacher's have the expertise to serve as model teachers.	$0.00
		Total:	$0.00