

Duval County Public Schools

Whitehouse Elementary School



2016-17 Schoolwide Improvement Plan

Whitehouse Elementary School

11160 GENERAL AVE, Jacksonville, FL 32220

<http://www.duvalschools.org/whitehouse>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	A	B

**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 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Whitehouse Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

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

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. The faculty and staff at Whitehouse Elementary honor the diversity of the school by building a relationship with the students. The process involves allowing students to participate in a learning style surveys, "getting to know you" exercises, and providing a safe supportive learning environment that appreciates differences.

b. 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. An administrator greets the students that exit the school bus in the morning and escorts them to their assigned waiting area. All KG students wait in the main building area, the 1st grade students wait in the media center, and all 2nd through 5th grade students sit at assigned tables in the media center. All students are monitored by the school monitors. 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.

c. 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.

d. 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. .

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	22	15	9	13	8	14	0	0	0	0	0	0	0	81
One or more suspensions	2	2	3	3	2	4	0	0	0	0	0	0	0	16
Course failure in ELA or Math	5	2	1	13	2	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	34	34	17	0	0	0	0	0	0	0	85
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	3	2	7	2	2	0	0	0	0	0	0	0	19

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

- 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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/317048>.

2. Description

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

2. 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 resources 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

b. Duties

1. 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

2. 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 that will 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Whitehouse Elementary School provides tier 2 and tier 3 interventions with fidelity, then the number of students making gains in reading and math in the bottom 25% on the Florida State Assessment and on I-Ready will increase.
- G2.** If teachers consistently 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.

Strategic Goals Detail

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

G1. If Whitehouse Elementary School provides tier 2 and tier 3 interventions with fidelity, then the number of students making gains in reading and math in the bottom 25% on the Florida State Assessment and on I-Ready will increase. 1a

G086519

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	56.0
Math Lowest 25% Gains	58.0

Targeted Barriers to Achieving the Goal 3

- Time to do Tier 2 and Tier 3 interventions with fidelity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- I-Ready Teacher Toolbox
- Master/Classroom Schedule
- The Barton System
- Achieve 3000
- MAFS Item Specifications
- Faculty/Staff (Reading Interventionist, Reading Coach, and Paraprofessionals)

Plan to Monitor Progress Toward G1. 8

I-Ready data will collect through out the year to monitor progress.

Person Responsible

Bill Gilley

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Data will be place in teacher data notebooks.

G2. If teachers consistently 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

G086520

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

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G2. 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 9/12/2016 to 5/26/2017

Evidence of Completion

Exit tickets, Weekly Achieve reports, Weekly I-Ready reports, Performance Matters reports

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Whitehouse Elementary School provides tier 2 and tier 3 interventions with fidelity, then the number of students making gains in reading and math in the bottom 25% on the Florida State Assessment and on I-Ready will increase. 1

G086519

G1.B2 Time to do Tier 2 and Tier 3 interventions with fidelity. 2

B229924

G1.B2.S1 Develop schedules for faculty/staff resources for Tier 2 and Tier 3 needs of students. 4

S242567

Strategy Rationale

This will provide specific time for Tier 2 and Tier 3 interventions.

Action Step 1 5

Teachers will identify students in need of Tier 2 and Tier 3 interventions.

Person Responsible

Bill Gilley

Schedule

Every 2 Months, from 8/15/2016 to 5/26/2017

Evidence of Completion

I-Ready Data, Achieve 3000 Data, Teacher Data Notebook

Action Step 2 5

Teachers will develop Tier 2 and Tier 3 small groups.

Person Responsible

Rhonda Jones

Schedule

Biweekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Small group lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will check lesson plans for groupings and amount of time spent doing Tier 2 and Tier 3 strategies.

Person Responsible

Rhonda Jones

Schedule

Biweekly, from 9/9/2016 to 5/26/2017

Evidence of Completion

Copies of lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will use common planning to plan together strategies for Tier 2 and Tier 3 remediation.

Person Responsible

Alysson Popp

Schedule

Monthly, from 9/16/2016 to 5/26/2017

Evidence of Completion

Copies of common planning agendas and minutes.

G2. If teachers consistently 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

G086520

G2.B1 Lack of teacher knowledge in regards to how to implement teacher led small group instruction 2

B229925

G2.B1.S1 Whitehouse will provide professional development during weekly common planning with teachers looking at student work and data. 4

S242569

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 9/26/2016 to 5/26/2017

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 10/17/2016 to 5/26/2017

Evidence of Completion

Center schedules including students names, data sources

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Common Planning Agendas will be completed for each session.

Person Responsible

Alysson Popp

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Common Planning Agendas, Lesson Plans, Common Assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

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

Person Responsible

Bill Gilley


Schedule

Daily, from 9/19/2016 to 6/2/2017

Evidence of Completion

CAST Rubric, Teacher Evaluations, Weekly observation log

G2.B1.S2 Identify model classrooms for teachers to visit to see teacher led small group instruction in action. 4

 S242570

Strategy Rationale

This will provide teachers with more resources to tap into in order to successfully implement small group instruction.

Action Step 1 5

Classroom observations will be conducted to identify teachers who have demonstrated effective small group instructions.

Person Responsible

Bill Gilley

Schedule

Weekly, from 9/19/2016 to 9/30/2016

Evidence of Completion

Informal and formal observations, observation notes, collaborative notes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

School leadership team walkthroughs and debriefing

Person Responsible

Bill Gilley

Schedule

Daily, from 9/19/2016 to 9/30/2016

Evidence of Completion

Debriefing notes, walkthrough schedule, walkthrough notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Identify teachers who demonstrated small group instructions effectively

Person Responsible

Bill Gilley














Schedule

On 10/3/2016

Evidence of Completion

Model classroom(s) established, focus walks scheduled for teachers needing support, focus walk notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
 G2.B1.S2.MA1 M324379	School leadership team walkthroughs and debriefing	Gilley, Bill	9/19/2016	Debriefing notes, walkthrough schedule, walkthrough notes	9/30/2016 daily
 G2.B1.S2.A1 A313927	Classroom observations will be conducted to identify teachers who have demonstrated effective small...	Gilley, Bill	9/19/2016	Informal and formal observations, observation notes, collaborative notes	9/30/2016 weekly
 G2.B1.S2.MA1 M324378	Identify teachers who demonstrated small group instructions effectively	Gilley, Bill	10/3/2016	Model classroom(s) established, focus walks scheduled for teachers needing support, focus walk notes	10/3/2016 one-time
 G1.MA1 M324375	I-Ready data will collect through out the year to monitor progress.	Gilley, Bill	9/30/2016	Data will be place in teacher data notebooks.	5/26/2017 monthly
 G2.MA1 M324380	Achieve 3000 data, I-Ready Math and Reading data, Mid module assessments and end of module...	Gilley, Bill	9/12/2016	Exit tickets, Weekly Achieve reports, Weekly I-Ready reports, Performance Matters reports	5/26/2017 weekly
 G1.B2.S1.MA1 M324373	Teachers will use common planning to plan together strategies for Tier 2 and Tier 3 remediation.	Popp, Alysson	9/16/2016	Copies of common planning agendas and minutes.	5/26/2017 monthly
 G1.B2.S1.MA1 M324374	Administration will check lesson plans for groupings and amount of time spent doing Tier 2 and Tier...	Jones, Rhonda	9/9/2016	Copies of lesson plans	5/26/2017 biweekly
 G1.B2.S1.A1 A313923	Teachers will identify students in need of Tier 2 and Tier 3 interventions.	Gilley, Bill	8/15/2016	I-Ready Data, Achieve 3000 Data, Teacher Data Notebook	5/26/2017 every-2-months
 G1.B2.S1.A2 A313924	Teachers will develop Tier 2 and Tier 3 small groups.	Jones, Rhonda	9/6/2016	Small group lesson plans	5/26/2017 biweekly
 G2.B1.S1.A1 A313925	Whitehouse will provide professional development for the teachers lead by Literacy Coach, Assistant...	Popp, Alysson	9/26/2016	Common Planning agendas, Next steps, Lesson Plans	5/26/2017 weekly
 G2.B1.S1.A2 A313926	During weekly common planning teachers will share their rotation/center schedule with an emphasis...	Gilley, Bill	10/17/2016	Center schedules including students names, data sources	5/26/2017 biweekly
 G2.B1.S1.MA1 M324376	Administration and Coach's will do walk throughs, informal and formal observations.	Gilley, Bill	9/19/2016	CAST Rubric, Teacher Evaluations, Weekly observation lob	6/2/2017 daily
 G2.B1.S1.MA1 M324377	Common Planning Agendas will be completed for each session.	Popp, Alysson	9/26/2016	Common Planning Agendas, Lesson Plans, Common Assesments	6/2/2017 weekly

V. Professional Development Opportunities

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

G2. If teachers consistently 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.B1 Lack of teacher knowledge in regards to how to implement teacher led small group instruction

G2.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 9/26/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Teachers will identify students in need of Tier 2 and Tier 3 interventions.				\$0.00
2	G1.B2.S1.A2	Teachers will develop Tier 2 and Tier 3 small groups.				\$0.00
3	G2.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.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000	310-Professional and Technical Services	0511 - Whitehouse Elementary School	General Fund		\$1,500.00
4	G2.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
5	G2.B1.S2.A1	Classroom observations will be conducted to identify teachers who have demonstrated effective small group instructions.				\$0.00
Total:						\$1,500.00