



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Whitehouse Elementary School

11160 GENERAL AVE

Jacksonville, FL 32220

904-693-7542

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

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
66%

Alternative/ESE Center
No

Charter School
No

Minority Rate
24%

School Grades History

2013-14
A

2012-13
B

2011-12
A

2010-11
B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Whitehouse Elementary School

Principal

Jana Grenier F

School Advisory Council chair

Jennifer and Mike Moon

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Bill Gilley	Assistant Principal
Allyson Popp	Instructional Coach

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal: Jana Grenier

Parents: Connie Webster, Leslie Snyder, Andrea Bellamy, Melissa Smith, Charzette Smith, Christy Murray, Jaime Dennis

Teachers: Pam Milton, Becky Sparks, Meaghan Ayers

Community/Business: Darrell Webster, Ben French

Involvement of the SAC in the development of the SIP

Principal reviewed the school data from previous years and goals for the upcoming year. The SAC committee had an opportunity to give input in creating goals. Also strategies for meeting the goals were presented and discussed.

Activities of the SAC for the upcoming school year

There are monthly meetings planned through out the year. They will be involved in school wide literacy and math activities. SAC members will visit classrooms in order to observe instructional practices.

Projected use of school improvement funds, including the amount allocated to each project

Purchase Color Printer \$700

Purchase Math manipulative \$300

Sponsor Reading Celebration \$200

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jana Grenier F

Principal

Years as Administrator: 22

Years at Current School: 2

Credentials

M. Ed. Educational Leadership, University of North Florida
 BA Elementary Education, University of North Florida
 State of Florida Certification:
 School Principal (All Levels)
 Elementary Education
 Middle School Endorsement
 Gifted Endorsement
 ESOL Endorsement
 District Certification:
 CAST Evaluator
 Principal Academy

Performance Record

2012-2013: Whitehouse Elementary
 Principal
 Overall school grade: B
 Reading Mastery: 56%
 Math Mastery: 55%
 Writing Mastery: 46%
 Science Mastery: 84%
 2011-2012: Lake Lucina Elementary
 Principal
 Overall school grade: C
 Reading Mastery: 68%
 Math Mastery: 63%
 Writing Mastery: 64%
 Science Mastery: 48%
 2010-2011: Lake Lucina Elementary
 Principal
 Overall school grade: C
 Reading Mastery: 64%
 Math Mastery: 59%
 Writing Mastery: 60%
 Science Mastery: 42%

Bill Oates Gilley

Asst Principal

Years as Administrator: 11

Years at Current School: 1

Credentials

M. Ed. Educational Leadership, University of West Florida
 BA Elementary Education, Troy University Dothan
 State of Florida Certification:
 School Principal (All Levels)
 Elementary Education
 Math Grades 5-9
 District Certifications
 CAST Evaluator
 Assistant Principal Academy

Performance Record

2012-2013: Mandarin Middle School
 Assistant Principal
 Overall school grade: A
 Reading Mastery: 66%
 Math Mastery: 69%
 Writing Mastery: 70%
 Science Mastery: 65%
 Algebra EOC Mastery: 90%
 2011-2012: Mandarin Middle School
 Assistant Principal
 Overall school grade: A
 Reading Mastery: 66%
 Math Mastery: 67%
 Writing Mastery: 82%
 Science Mastery: 68%
 Algebra EOC Mastery: 76%
 2010-2011: Mandarin Middle School
 Assistant Principal
 Overall school grade: A
 Reading Mastery: 81%
 Math Mastery: 77%
 Writing Mastery: 88%
 Science Mastery: 67%

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Allyson Popp

Full-time / School-based

Years as Coach: 9

Years at Current School: 1

Areas

Reading/Literacy

Credentials

BA English with Minor in Education, University of Florida
 State of Florida Certification:
 Elementary Education (K-6)
 English (6-12)
 English (5-9)
 Endorsements on Certificate
 English for Speakers of Other Languages

Performance Record

2012-2013: John E Ford Elementary
 Reading Coach
 Overall school grade; C
 Reading Mastery: 60%
 Writing Mastery: 76%
 2011-2012: Duval County Public Schools
 District Reading Coach
 District grade: C
 Reading Mastery: 53%
 Writing Mastery: 82%
 2010-2011: Duval County Public Schools
 District Reading Coach
 District grade: B
 Reading Mastery: 62%%
 Writing Mastery: 79%

Classroom Teachers**# of classroom teachers**

30

receiving effective rating or higher

0%

Highly Qualified Teachers

93%

certified in-field

30, 100%

ESOL endorsed

15, 50%

reading endorsed

6, 20%

with advanced degrees

5, 17%

National Board Certified

2, 7%

first-year teachers

1, 3%

with 1-5 years of experience

2, 7%

with 6-14 years of experience

17, 57%

with 15 or more years of experience

10, 33%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

0, 0%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The problem solving process begins with formal and informal observation and assessment. Formal assessments include CGA's, FCAT, Iowa, FLKRS, i-ready, and DAR. Informal assessments include

anecdotal notes, performance scales, and classroom participation. These assessments provide data to determine the need for tiered instruction.

Teacher support systems include PLC's based on strengthening core instruction, individual support provided by instructional coach, and team data chats. As result teachers are able to monitor student progress and meet individual student needs.

The school counselor provides services and expertise on issues ranging from program design to assessment and interventions. The counselor provides links to families to support the child's academic, emotional, behavioral, and social success. Finally our counselor conducts MRT meetings for students who may need further, ongoing support.

The principal's role is to provide a common vision, oversee data-based decisions, ensure that teachers are implementing RtI using referral forms for students not meeting standards in Tier 1, reviews progress monitoring in Tier 2, and oversee the referral process for students to Tier 3.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The functions and responsibility of the principal and assistant principal are to monitor the implementation of tiered instruction and provide feedback to promote teacher growth and student achievement.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The following systems are in place at Whitehouse Elementary to monitor the fidelity of the MTSS and SIP are:

Weekly LLT meetings, team data chats, CAST pre and post conferences, monthly SAC meetings, mid year review, progress monitor student achievement, and summer planning for results sessions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Whitehouse uses Insight and Inform, i-ready, success maker, Genesis, and OnCourse to analyze data and monitor the effectiveness of the core, supplemental and intensive supports throughout the curriculum..

Tier 1 - 80% of students master content with differentiated instruction

Tier 2- 10-15% of students (groups of 5-7) require targeted instruction to increase their academic growth

Tier 3- 5-10% of students (groups 1-3) require additional support to make adequate gains

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

To support understanding and build capacity, Whitehouse Elementary conducts sessions during faculty/ team PLC's and SAC or PTA meetings to explain data-based problem solving.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**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 2 initiative.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Teacher Leaders and Adminsitration

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Jana Grenier	Principal
Bill Gilley	Assistant Principal
Allyson Popp	Instructional Coach
Patricia Reed	Kindergarten Teacher
Becky Groner	First Grade Teacher
Robin Peaks	Second Grade Teacher
Susan Dyer	Third Grade Teacher
John Chiochio	Fourth Grade Teacher
Shirley Tilley	Fifth Grade Teacher
Patrick Stitz	Physcial Education

How the school-based LLT functions

The LLT meets once a week (Tuesday) to review data, develop and implement strategies to progress monitor and achieve school annual goals.

Major initiatives of the LLT

Speaking, listening, and writing across the curriculum, as described in the Common Core Standards. Promote rigorous differentiated instruction in every classroom everyday.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers attend early release sessions and are trained in the gradual release method of instruction to include utilizing strategies that improve reading across the curriculum. During team meetings, teachers collaborate regarding instruction in vocabulary and concepts that will increase reading in math, science, and social studies. Resource teachers (art, music, pe, and media) also incorporate the speaking, listening, and differentiated instruction that increase reading in all content areas.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Pre-school children and their parents are provided orientation and conversation time with their new kindergarten teachers, prior to the opening of school. Parents are invited to attend individual conferences to discuss the results of baseline assessments including FLKRS and FAIR, during the first nine weeks of school. Daily and weekly home-school connection is accomplished through "the blue folder."

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	55%	No	69%
American Indian				
Asian				
Black/African American	54%	59%	Yes	59%
Hispanic				
White	67%	57%	No	70%
English language learners				
Students with disabilities	42%	41%	No	48%
Economically disadvantaged	57%	50%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	56%	64%
Students scoring at or above Achievement Level 4	60	37%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	104	64%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	25	61%	65%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	28	46%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	54%	No	72%
American Indian				
Asian				
Black/African American	57%	56%	No	61%
Hispanic				
White	70%	54%	No	73%
English language learners				
Students with disabilities	51%	53%	Yes	56%
Economically disadvantaged	60%	49%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	54%	62%
Students scoring at or above Achievement Level 4	45	25%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	118	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	116	64%	70%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	84%	86%
Students scoring at or above Achievement Level 4	22	39%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	378	88%	90%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	61	14%	8%
Students retained, pursuant to s. 1008.25, F.S.	17	4%	3%
Students who are not proficient in reading by third grade	11	3%	2%
Students who receive two or more behavior referrals	22	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	19	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents are encouraged through PTA, SAC, email, phone messaging, and personal contacts to become involved with their children in school. Monthly SAC meetings provide updates on District and school academic issues. PTA activities and parent nights provide specific information, entertainment, and a social venue for parents to become better informed and involved with their children's education. This year, we intend to take meetings to Paradise Village, an feeder area where many parents do not have access to transportation to school, or their past participation has been minimal.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teachers and administration will utilize personal phone and email messaging to invite parents to participate in school events during the 2013-2014 school year so that 40% (180) parents will have signed the participation log(s) by June 2014.	157	35%	40%%

Area 10: Additional Targets**Additional targets for the school**

Whitehouse will update its Safe Schools Plan, practice at least 15 total safety drills (fire and emergency), so that all staff members and children will know updated procedures and be equipped to handle emergencies. We will inform the community regarding this initiative during PTA and/or SAC meetings throughout the year.

Whitehouse will increase focus on attendance, especially those (18) who missed twenty or more days in 2012-2013. All students will receive recognition for outstanding attendance during awards assemblies. Those who improve their attendance will receive special incentives from the guidance counselor.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To practice various emergency drills (at least 12 times or 80%) in order to be prepared according to 2013-2014 guidelines	11	73%	80%
Seventy per cent (13) of the 18 students missing 20 or more days last year will miss fewer than 15 days this school year	18	4%	3%

Goals Summary

- G1.** Increase the use of differentiation and progress monitoring in all classes.
- G2.** Implement the gradual release model of instruction (grades K-5).
- G3.** Increase the use of close reading and text dependent questioning.
- G4.** Implement speaking and listening across the curriculum according to the common core standards.

Goals Detail

G1. Increase the use of differentiation and progress monitoring in all classes.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- On site Professional Development during early release
- Team collaboration
- Computer based resources, such as i-ready, Reflex Math, Success Maker, Star fall

Targeted Barriers to Achieving the Goal

- No wireless access
- Limited number of computers
- Time for teachers to collaborate

Plan to Monitor Progress Toward the Goal

Differentiated instruction across the curriculum

Person or Persons Responsible

Jana Grenier Bill Gilley

Target Dates or Schedule:

Ongoing throughout 2013-2014

Evidence of Completion:

Lesson Plans and Data Notebooks CAST observations Student gains on formative and summative assessments Students utilizing computers for progress monitoring

G2. Implement the gradual release model of instruction (grades K-5).

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Teacher's academy, BETTER LEARNING THROUGH STRUCTURED TEACHING Douglas Fisher and Nancy Frey, EXPLICIT INSTRUCTION by Anita L. Archer and Charles A. Hughes, Literacy Coach

Targeted Barriers to Achieving the Goal

- Time to present, implement, and monitor

Plan to Monitor Progress Toward the Goal

Implement the gradual release model of instruction (grades K-5).

Person or Persons Responsible

Teachers, Jana Grenier, Bill Gilley, Allyson Popp

Target Dates or Schedule:

On going throughout the 2013-2014 school year

Evidence of Completion:

Teacher lesson plans, CAST Observations, Progress monitoring of student growth

G3. Increase the use of close reading and text dependent questioning.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Literary and informational texts, Professional literature, online videos, and content specific sessions during PLC's, Literacy Coach (Allyson Popp), Jana Grenier, Bill Gilley

Targeted Barriers to Achieving the Goal

- Lack of literary and informational texts for teacher use,
- Professional training for teachers to develop a deep understanding of close reading

Plan to Monitor Progress Toward the Goal

Increase the use of close reading and text dependent questioning.

Person or Persons Responsible

Jana Grenier, Bill Gilley

Target Dates or Schedule:

November 2013 - May 2014

Evidence of Completion:

CAST Observations, Student Responses during class time as they utilize texts

G4. Implement speaking and listening across the curriculum according to the common core standards.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM

Resources Available to Support the Goal

- Common Core Standards as explained in PATHWAYS TO THE COMMON CORE by Lucy Calkins, Literacy Coach's expertise

Targeted Barriers to Achieving the Goal

- Unpacking and understanding the common core standards for speaking and listening

Plan to Monitor Progress Toward the Goal

Understanding the common core standards for speaking and listening

Person or Persons Responsible

Allyson Popp, Jana Grenier, Bill Gilley

Target Dates or Schedule:

On going throughout the 2013-2014 school year

Evidence of Completion:

CAST Observations and student participation including speaking and listening according to standard guidelines

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the use of differentiation and progress monitoring in all classes.

G1.B1 No wireless access

G1.B1.S1 Work with district technology department in order to acquire the necessary infrastructure to support wireless throughout the campus

Action Step 1

Obtain wireless throughout the campus

Person or Persons Responsible

Administrative Team District Technology Division

Target Dates or Schedule

On going 2013-2014

Evidence of Completion

Computers throughout the school are able to access the school's wireless network.

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

Continued contact with District Technology regarding progress toward procurement and installation of appropriate infrastructure

Person or Persons Responsible

Jana Grenier and technology

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Phone logs and emails confirming progress

Plan to Monitor Effectiveness of G1.B1.S1

Progress on installation of infrastructure to support wireless throughout campus

Person or Persons Responsible

Grenier and technology

Target Dates or Schedule

Throughout the year until wireless is in place

Evidence of Completion

Wireless installed and used in every classroom at Whitehouse

G1.B2 Limited number of computers

G1.B2.S1 Set up computer lab schedules so teachers have an opportunity to use the lab on a weekly basis

Action Step 1

Develop Computer Lab schedule

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

October 2013

Evidence of Completion

Computer Lab Schedule

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

Determine and publish computer lab schedule

Person or Persons Responsible

Grenier, Gilley

Target Dates or Schedule

October 2013

Evidence of Completion

Classes using computer lab and usage calendars

Plan to Monitor Effectiveness of G1.B2.S1

Usage and schedule for computer lab

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Teacher feedback regarding procedures and appropriate adjustments to guidelines

G1.B2.S2 Purchase two additional computer carts

Action Step 1

Purchase two additional computer carts

Person or Persons Responsible

Jana Grenier District Technology Division

Target Dates or Schedule

June 2014

Evidence of Completion

Invoice for computer carts Computer carts

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Continue to communicate with Technology Division regarding need for computer carts

Person or Persons Responsible

Jana Grenier and Technology

Target Dates or Schedule

Throughout the year 2013-2014

Evidence of Completion

Computer carts in place and computers in use

Plan to Monitor Effectiveness of G1.B2.S2

Purchase of computer carts

Person or Persons Responsible

Jana Grenier

Target Dates or Schedule

Throughout the year, or until computer carts are in place and in use

Evidence of Completion

Computers in use throughout the campus

G1.B3 Time for teachers to collaborate

G1.B3.S1 Develop an Early Release schedule that maximizes time for teachers to collaborate

Action Step 1

Develop an Early Release schedule for the 2013-2014 school year that provides PLC time for grade levels.

Person or Persons Responsible

Jana Grenier, Bill Gilley, Allyson Popp

Target Dates or Schedule

September 2013-Create a schedule for the year 2013-2014

Evidence of Completion

Early Release Schedule, Agendas, Products

Facilitator:

Teacher leaders, District coaches, School administration, Alyson Popp

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Time for teachers to collaborate

Person or Persons Responsible

Team Leaders, Administrative Team

Target Dates or Schedule

Each early release throughout the 2013-2014 school year

Evidence of Completion

Early release agendas, PLC agendas

Plan to Monitor Effectiveness of G1.B3.S1

Use of differentiation and progress monitoring in all classes.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Lesson Plans, CAST Observations

G1.B3.S2 Grade level PLC's will meet weekly during common planning and once a nine weeks for extended time

Action Step 1

Grade Level PLC common planning

Person or Persons Responsible

Team Leaders, Administrators

Target Dates or Schedule

Initiated in September; On going throughout the year

Evidence of Completion

Team Response Forms, Agendas, Products

Facilitator:

Teacher Leaders, Administrative Team

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Grade level PLC sessions

Person or Persons Responsible

Teacher Leaders

Target Dates or Schedule

Weekly throughout the 2013-2014 school year

Evidence of Completion

PLC agendas, feedback forms, and products

Plan to Monitor Effectiveness of G1.B3.S2

Use of differentiation and progress monitoring in all classes.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, CAST observations, Student progress as monitored through formative and summative assessments

G2. Implement the gradual release model of instruction (grades K-5).

G2.B1 Time to present, implement, and monitor

G2.B1.S1 Literacy coach implements a coaching log that includes adequate time to model gradual release for whole faculty and individual teachers

Action Step 1

Literacy Coach's Log

Person or Persons Responsible

Allyson Popp, Jana Grenier, Bill Gilley

Target Dates or Schedule

Weekly throughout the year

Evidence of Completion

Published Logs

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

Literacy Coach's Log

Person or Persons Responsible

Jana Grenier, Bill Gilley

Target Dates or Schedule

Weekly

Evidence of Completion

Administrative feedback, Teacher lesson plans, CAST observations

Plan to Monitor Effectiveness of G2.B1.S1

Literacy Coach's Log

Person or Persons Responsible

Bill Gilley, Jana Grenier

Target Dates or Schedule

Weekly

Evidence of Completion

Digital copy of log, Teacher lesson plans, CAST observations

G3. Increase the use of close reading and text dependent questioning.

G3.B1 Lack of literary and informational texts for teacher use,

G3.B1.S1 Obtains funds from SAC and/or PTA to increase selection of appropriate texts

Action Step 1

Literary and informational texts

Person or Persons Responsible

Administration, SAC, PTA

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

Purchase Order for texts, SAC Minutes, PTA Minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor the purchasing, distribution, and use of materials

Person or Persons Responsible

Jana Grenier, Bill Gilley, Allyson Popp

Target Dates or Schedule

November 2013 - April 2014

Evidence of Completion

Teacher lesson plans, CAST observations, Student responses

Plan to Monitor Effectiveness of G3.B1.S1

Use of literary and informational texts

Person or Persons Responsible

Jana Grenier, Bill Gilley, Allyson Popp

Target Dates or Schedule

November 2013 - May 2014

Evidence of Completion

CAST Observations, Student Responses, Progress monitoring evidencing student gains

G3.B2 Professional training for teachers to develop a deep understanding of close reading

G3.B2.S1 Develop in-school PLC's utilizing literacy coach, administration, and District personnel

Action Step 1

Develop in-school training for PLC's utilizing literacy coach, District personnel, and Administration

Person or Persons Responsible

Allyson Popp, Jana Grenier, Bill Gilley

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Sign-in sheets, CAST observations reflecting information from PLC

Facilitator:

Allyson Popp, District personnel, Administration

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Develop in-school PLC's utilizing literacy coach

Person or Persons Responsible

Allyson Popp, Jana Grenier, Bill Gilley

Target Dates or Schedule

Allyson Popp

Evidence of Completion

Agendas and Sign-in sheets, Lessons written based upon learning

Plan to Monitor Effectiveness of G3.B2.S1

Develop in-school training for PLC's utilizing literacy coach, District personnel, Administration

Person or Persons Responsible

Allyson Popp, Bill Gilley, Jana Grenier

Target Dates or Schedule

November 2013 - May 2014

Evidence of Completion

Survey of teachers concerning quality and usefulness of workshop

G4. Implement speaking and listening across the curriculum according to the common core standards.

G4.B1 Unpacking and understanding the common core standards for speaking and listening

G4.B1.S1 Schedule on going PLC sessions, both grade level and subject area, which focus on unpacking the skills and applications found in the speaking and listening standards.

Action Step 1

Plan appropriate PLC's

Person or Persons Responsible

Administrative Team and Literacy Coach

Target Dates or Schedule

Early release, team meetings, faculty meetings, September 2013-June 2014

Evidence of Completion

Meeting Agendas and feedback forms

Facilitator:

Teacher Leaders, Administrative Team, Literacy Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Understanding the common core standards for speaking and listening

Person or Persons Responsible

Grade Level PLC's, Allyson Popp, Early Release sessions

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Implementation of speaking and listening during CAST observations

Plan to Monitor Effectiveness of G4.B1.S1

Understanding the common core standards for speaking and listening

Person or Persons Responsible

Jana Grenier, Bill Gilley

Target Dates or Schedule

On going throughout the year

Evidence of Completion

CAST observations that include students speaking and listening according to guidelines in the standard

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

As Supplemental Academic Instructional (SAI) funds become available, they will be used to tutor students who are at risk and are not meeting their annual goals.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase the use of differentiation and progress monitoring in all classes.

G1.B3 Time for teachers to collaborate

G1.B3.S1 Develop an Early Release schedule that maximizes time for teachers to collaborate

PD Opportunity 1

Develop an Early Release schedule for the 2013-2014 school year that provides PLC time for grade levels.

Facilitator

Teacher leaders, District coaches, School administration, Alyson Popp

Participants

Teachers

Target Dates or Schedule

September 2013>Create a schedule for the year 2013-2014

Evidence of Completion

Early Release Schedule, Agendas, Products

G1.B3.S2 Grade level PLC's will meet weekly during common planning and once a nine weeks for extended time

PD Opportunity 1

Grade Level PLC common planning

Facilitator

Teacher Leaders, Administrative Team

Participants

Faculty

Target Dates or Schedule

Initiated in September; On going throughout the year

Evidence of Completion

Team Response Forms, Agendas, Products

G3. Increase the use of close reading and text dependent questioning.

G3.B2 Professional training for teachers to develop a deep understanding of close reading

G3.B2.S1 Develop in-school PLC's utilizing literacy coach, administration, and District personnel

PD Opportunity 1

Develop in-school training for PLC's utilizing literacy coach, District personnel, and Administration

Facilitator

Allyson Popp, District personnel, Administration

Participants

Faculty

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Sign-in sheets, CAST observations reflecting information from PLC

G4. Implement speaking and listening across the curriculum according to the common core standards.

G4.B1 Unpacking and understanding the common core standards for speaking and listening

G4.B1.S1 Schedule on going PLC sessions, both grade level and subject area, which focus on unpacking the skills and applications found in the speaking and listening standards.

PD Opportunity 1

Plan appropriate PLC's

Facilitator

Teacher Leaders, Administrative Team, Literacy Coach

Participants

Teachers

Target Dates or Schedule

Early release, team meetings, faculty meetings, September 2013-June 2014

Evidence of Completion

Meeting Agendas and feedback forms

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the use of differentiation and progress monitoring in all classes.	\$28,000
G3.	Increase the use of close reading and text dependent questioning.	\$700
Total		\$28,700

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Materials	Total
District	\$28,000	\$0	\$28,000
SAC and PTA	\$0	\$700	\$700
Total	\$28,000	\$700	\$28,700

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase the use of differentiation and progress monitoring in all classes.

G1.B1 No wireless access

G1.B1.S1 Work with district technology department in order to acquire the necessary infrastructure to support wireless throughout the campus

Action Step 1

Obtain wireless throughout the campus

Resource Type

Technology

Resource

Wireless Infrastructure

Funding Source

District

Amount Needed

\$10,000

G1.B2 Limited number of computers

G1.B2.S2 Purchase two additional computer carts

Action Step 1

Purchase two additional computer carts

Resource Type

Technology

Resource

Laptop computers and computer carts

Funding Source

District

Amount Needed

\$18,000

G3. Increase the use of close reading and text dependent questioning.

G3.B1 Lack of literary and informational texts for teacher use,

G3.B1.S1 Obtains funds from SAC and/or PTA to increase selection of appropriate texts

Action Step 1

Literary and informational texts

Resource Type

Evidence-Based Materials

Resource

Literary and informational texts

Funding Source

SAC and PTA

Amount Needed

\$700