

# Whitehouse Elementary School



2014-15 School Improvement Plan

## Whitehouse Elementary School

11160 GENERAL AVE, Jacksonville, FL 32220

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

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

66%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

24%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

A

B

A

B

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### 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>.

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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 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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
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 8:15, 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. Our Whitehouse disciplinary plan is reviewed and amended via the Foundations Committee every year, and as needed throughout the year.

**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 have implemented a mentoring system, where each adult has agreed to "adopt" one or two of our needy students to be a "Big Buddy" and check in with them during the week. We learned through our Gallup Survey 2013-2014, 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?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

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 more meetings to Paradise Village, a feeder area where many parents do not have access to personal vehicles, or their own experience with school was negative. Whitehouse sends home monthly newsletters, delivers frequent School Messenger soundbites, and maintains ongoing relationships with parents through conferences, emails, and phone calls. Home/school connections are further strengthened through student planners and folders that carry information from school to home and back.

**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.

## 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**

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

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 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.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Mike Moon	Parent
Darrell Webster	Parent
Ben French	Business/Community
Andrea Bellemy	Parent
Pam Milton	Education Support Employee
Christy Murray	Parent
Charzette Smith	Parent
Melissa Smith	Teacher
Jana Grenier	Principal
Melissa Brown	Business/Community
Jennifer Moon	Business/Community
Becky Sparks	Education Support Employee

#### 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  
Registration and partial travel for Boothbay Literary Retreat with Kyleen Beers, Bob Probst, and Lester Laminack attended by Principal Grenier and Coach Popp \$1400

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

No

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

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***



## 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.** Implement speaking and listening to advance written evidence of comprehension.
- G2.** Build standards-based lessons in reading, math, and science around the pillars of excellent instruction ( rigor, engagement, understanding, and ownership). .
- G3.** Utilize rigorous gradual release instruction K-5 to increase student engagement and proficiency.
- G4.** Implement guidelines from BULLYING HURTS by Lester Laminack, to increase positive interaction among students at Whitehouse.

## 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. Implement speaking and listening to advance written evidence of comprehension.** 1a

G046628

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - African American	63.0
AMO Reading - All Students	72.0
AMO Reading - SWD	53.0
AMO Reading - White	73.0

**Resources Available to Support the Goal** 2

- Literacy Coach, models lessons and facilitates Socratic Seminars that develop student capacity to interact effectively.
- NOTICE and NOTE by Kylene Beers and Bob Probst, a book study describes signposts that students can note during their independent reading.
- Achieve 3000 provides students the opportunity to read, comprehend, and respond at their lexile level and also to advance.
- Tiered instruction allows children to develop comprehension by speaking and listening at their current level.

**Targeted Barriers to Achieving the Goal** 3

- Teacher expertise in conducting effective Socratic Seminars

**Plan to Monitor Progress Toward G1.** 8

Student writing and data will be collected by teachers throughout the year to monitor for student progress.

**Person Responsible**

Alysson Popp

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Samples of students writing and scoring rubrics.

**Plan to Monitor Progress Toward G1.** 8

The data from I-ready, CGA's, and Achieve3000 will be collected and reviewed to determine the effectiveness of the use of the six signposts to increase comprehension.

**Person Responsible**

Bill Gilley

**Schedule**

Monthly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Performance Matters charts and graphs

**G2.** Build standards-based lessons in reading, math, and science around the pillars of excellent instruction (rigor, engagement, understanding, and ownership). . 1a

G043126

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - White	76.0
AMO Math - All Students	75.0
AMO Math - African American	65.0
AMO Reading - All Students	72.0
AMO Reading - African American	63.0
AMO Reading - White	73.0

**Resources Available to Support the Goal** 2

- On site Communities of Professional Development during early release and extra 90-minute sessions
- NOTICE AND NOTE by Kyleen Beers and Bob Probst as a guide to developing understanding of what rigor truly is and how it should look in the classroom
- Team collaboration during weekly meetings
- Literacy coach, assistant principal, and principal meeting with individuals and teams, modeling lessons, and providing resources that clarify rigor, engagement, understanding, and ownership

**Targeted Barriers to Achieving the Goal** 3

- Providing specific and timely feedback to teachers from formal, informal, and drop-in observations

**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.

**G3. Utilize rigorous gradual release instruction K-5 to increase student engagement and proficiency.** 1a

G043127

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Math - SWD	61.0
AMO Reading - All Students	72.0
AMO Reading - African American	63.0
AMO Math - African American	65.0
AMO Math - SWD	61.0

**Resources Available to Support the Goal** 2

- Curriculum Guides
- Standards and Item Specifications
- Faculty, administration, and coach modeling for, and observing each other

**Targeted Barriers to Achieving the Goal** 3

- Lack of adequate training regarding gradual release model

**Plan to Monitor Progress Toward G3.** 8

Samples of lesson plans using the gradual release model effectively will be shared among faculty. Student data will be disaggregated to monitor increased proficiency.

**Person Responsible**

Bill Gilley

**Schedule**

Monthly, from 10/31/2014 to 6/5/2015

**Evidence of Completion**

Lesson plans Student data over time

**G4.** Implement guidelines from BULLYING HURTS by Lester Laminack, to increase positive interaction among students at Whitehouse. 1a

G043128

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	5.0
One or More Suspensions	3.0

**Resources Available to Support the Goal** 2

- BULLYING HURTS by Lester Lminack
- CHAMPS in the classroom
- Guidelines for Success
- Anti-Bullying speakers

**Targeted Barriers to Achieving the Goal** 3

- Time to adequately to discuss and implement selected concepts from the book

**Plan to Monitor Progress Toward G4.** 8

Discipline data from Genesis will be collected and reviewed throughout the year to determine the effectiveness of BULLY HURTS concepts as related to behavior.

**Person Responsible**

Bill Gilley

**Schedule**

Monthly, from 10/15/2014 to 6/5/2015

**Evidence of Completion**

Genesis 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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Implement speaking and listening to advance written evidence of comprehension. **1**

 G046628

**G1.B3** Teacher expertise in conducting effective Socratic Seminars **2**

 B116726

**G1.B3.S1** Literacy coach will push in to model, observe, and provide feedback to teachers and they facilitate seminars. **4**

 S128400

### Strategy Rationale

A strong model, practice, and feedback are necessary steps in implementing any new strategy in a classroom.

### Action Step 1 **5**

The literacy coach will push in to model speaking and listening and appropriate writing strategies to teach that will advance the level of comprehension needed for Common Core.

### Person Responsible

Alysson Popp

### Schedule

Biweekly, from 9/9/2014 to 5/29/2015

### Evidence of Completion

Student work completed in journals, exit tickets, or quick checks

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Administration will conduct classroom observations and check teacher lesson plans.

**Person Responsible**

Rhonda Jones

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

CAST Observations and teacher lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Administration will look at student journal writing and exit tickets for implementation.

**Person Responsible**

Rhonda Jones

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Student journals and exit tickets

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Coach will keep a log of when she models, observes, and debriefs with teachers.

**Person Responsible**

Alysson Popp


**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Coach's Logs

**G1.B3.S2** Administration and faculty will participate in study of NOTICE AND NOTE by Beers and Probst. **4**

 S130654

### **Strategy Rationale**

A knowledge, understanding, and use of the six signposts strengthen independent reading and increase comprehension.

### **Action Step 1** **5**

During CoP's, the faculty will participate in a book study of NOTICE AND NOTE by Beers and Probst.

#### **Person Responsible**

Alysson Popp

#### **Schedule**

Weekly, from 8/11/2014 to 6/5/2015

#### **Evidence of Completion**

Teacher journals, CAST Observations, classroom artifacts, lesson plans, and CoP agendas

### **Action Step 2** **5**

Teachers will observe signpost lessons in each other's classrooms.

#### **Person Responsible**

Rhonda Jones

#### **Schedule**

Biweekly, from 9/26/2014 to 3/13/2015

#### **Evidence of Completion**

Feedback forms from "fishbowl" observations.



**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

A calendar will be kept of lessons taught and observations done.

**Person Responsible**

Rhonda Jones

**Schedule**

Monthly, from 9/26/2014 to 3/31/2015

***Evidence of Completion***

The Calendar and "fishbowl" feedback forms

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Lesson plans and instruction will include the use of the six signposts throughout the school.

**Person Responsible**

Rhonda Jones

**Schedule**

Monthly, from 9/2/2014 to 4/30/2015


***Evidence of Completion***

Lesson plans and CAST Observations

**G2.** Build standards-based lessons in reading, math, and science around the pillars of excellent instruction ( rigor, engagement, understanding, and ownership). . 1

 G043126

**G2.B2** Providing specific and timely feedback to teachers from formal, informal, and drop-in observations 2

 B105423

**G2.B2.S1** Administration and Coach will provide timely resources to support individual teachers with their IPDP's and classroom instruction throughout the year. 4

 S116732

### **Strategy Rationale**

Timely feedback influences teacher response positively.

### **Action Step 1** 5

Administration and Coach will provide timely resources to support individual teachers with their IPDP's and classroom instruction throughout the year.

#### **Person Responsible**

Rhonda Jones

#### **Schedule**

Monthly, from 9/2/2014 to 4/30/2015

#### ***Evidence of Completion***

Resources emailed, articles provided, and conferences held to support next steps

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Administration will meet weekly to review and update the observation calendar.

#### **Person Responsible**

Bill Gilley

#### **Schedule**

Weekly, from 9/2/2014 to 4/30/2015

#### ***Evidence of Completion***

Agendas and observation calendar

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Administration will monitor the number of observations and conferences completed per week, so that all CAST observation are finalized in a timely fashion.

**Person Responsible**

Bill Gilley

**Schedule**

Weekly, from 9/2/2014 to 4/30/2015

**Evidence of Completion**

Calendars and observations completed on the CAST portal

**G2.B2.S2** Provide specific, focused feedback that is in line with CAST rubric. 4

 S116733

**Strategy Rationale**

Specific focused feedback can be acted upon and monitored.

**Action Step 1** 5

The principal and assistant principal will collaborate around specific and appropriate CAST feedback.

**Person Responsible**

Rhonda Jones

**Schedule**

Monthly, from 9/5/2014 to 4/30/2015

**Evidence of Completion**

Post Observation Conference form and Next Steps Form

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Administration will observe and record evidence of feedback from post conference being implemented.

**Person Responsible**

Rhonda Jones

**Schedule**

Weekly, from 9/2/2014 to 4/30/2015

***Evidence of Completion***

Next steps form and CAST evaluations

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Administration will monitor the implementation of the pillars of excellent instruction by teachers.

**Person Responsible**

Rhonda Jones

**Schedule**

Weekly, from 9/2/2014 to 4/30/2015

***Evidence of Completion***

Lesson plans and student data

**G3.** Utilize rigorous gradual release instruction K-5 to increase student engagement and proficiency. 1

G043127

**G3.B2** Lack of adequate training regarding gradual release model 2

B119102

**G3.B2.S1** Review and discuss materials and PowerPoints from teacher academy. 4

S130883

### Strategy Rationale

Reviewing materials will refresh and enhance teachers' ability to create lesson plans that utilize the gradual release model with fidelity.

### Action Step 1 5

During CoP's, teachers will review, discuss, and determine their own next steps in conducting effective gradual release lessons.

#### Person Responsible

Alysson Popp

#### Schedule

Biweekly, from 10/1/2014 to 5/13/2015

#### Evidence of Completion

### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administration and Coach will conduct observations in classrooms to determine the level of implementation of gradual release in order to provide feedback and coaching.

#### Person Responsible

Alysson Popp

#### Schedule

Biweekly, from 10/1/2014 to 6/5/2015

#### Evidence of Completion

Lesson Plans CoP Agendas Notes from observations

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Administration and Coach will meet to discuss feedback given and next steps planned for individual teachers.

**Person Responsible**

Alysson Popp

**Schedule**

Biweekly, from 9/5/2014 to 6/5/2015

***Evidence of Completion***

Progress relating to next steps observed in the classrooms and recorded in observations or coaching sessions

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Administration and coach will review lesson plans and conduct conferences with teachers concerning the use of the gradual release model.

**Person Responsible**

Alysson Popp

**Schedule**

Monthly, from 10/15/2014 to 6/5/2015


***Evidence of Completion***

Conference notes Lesson plans Changes in practice observed in later observations Student data


**G4.** Implement guidelines from BULLYING HURTS by Lester Laminack, to increase positive interaction among students at Whitehouse. 1

 G043128

**G4.B1** Time to adequately to discuss and implement selected concepts from the book 2

 B105426

**G4.B1.S1** Schedule specific CoP times and dates to study the layers of kindness and essential understandings from BULLYING HURTS. 4

 S116737

### Strategy Rationale

A time must be scheduled in order for all teachers to understand the concepts and how to implement BULLYING HURTS.

### Action Step 1 5

The administration will create and utilize CoP agendas that include designated sessions that focus on BULLY HURTS.

#### Person Responsible

Rhonda Jones

#### Schedule

Monthly, from 10/15/2014 to 6/5/2015

#### Evidence of Completion

CoP Agendas, Lesson Plans

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration will do classroom observations in order to see lessons implemented using strategies from BULLY HURTS.

#### Person Responsible

Rhonda Jones

#### Schedule

Monthly, from 10/15/2014 to 6/5/2015

#### Evidence of Completion

Lesson plans Observations and feedback, plus next steps implemented

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Administration will look at discipline data from Genesis to determine if there is a improvement in student behavior.

**Person Responsible**

Bill Gilley

**Schedule**

Biweekly, from 10/31/2014 to 6/5/2015

**Evidence of Completion**

Reports from Genesis

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Teachers will monitor daily and weekly behavior charts in classroom to determine if there is improvement in behavior.

**Person Responsible**

Bill Gilley

**Schedule**

Weekly, from 10/15/2014 to 6/5/2015

**Evidence of Completion**

Classroom Behavior Charts Conduct grades on Report Cards

**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
G2.B2.S1.A1	Administration and Coach will provide timely resources to support individual teachers with their IPDP's and classroom instruction throughout the year.	Jones, Rhonda	9/2/2014	Resources emailed, articles provided, and conferences held to support next steps	4/30/2015 monthly
G2.B2.S2.A1	The principal and assistant principal will collaborate around specific and appropriate CAST feedback.	Jones, Rhonda	9/5/2014	Post Observation Conference form and Next Steps Form	4/30/2015 monthly
G4.B1.S1.A1	The administration will create and utilize CoP agendas that include designated sessions that focus on BULLY HURTS.	Jones, Rhonda	10/15/2014	CoP Agendas, Lesson Plans	6/5/2015 monthly
G1.B3.S1.A1	The literacy coach will push in to model speaking and listening and appropriate writing strategies to teach that will advance the level of comprehension needed for Common Core.	Popp, Alysson	9/9/2014	Student work completed in journals, exit tickets, or quick checks	5/29/2015 biweekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.A1	During CoP's, the faculty will participate in a book study of NOTICE AND NOTE by Beers and Probsts.	Popp, Alysson	8/11/2014	Teacher journals, CAST Observations, classroom artifacts, lesson plans, and CoP agendas	6/5/2015 weekly
G3.B2.S1.A1	During CoP's, teachers will review, discuss, and determine their own next steps in conducting effective gradual release lessons.	Popp, Alysson	10/1/2014		5/13/2015 biweekly
G1.B3.S2.A2	Teachers will observe signpost lessons in each other's classrooms.	Jones, Rhonda	9/26/2014	Feedback forms from "fishbowl" observations.	3/13/2015 biweekly
G1.MA1	Student writing and data will be collected by teachers throughout the year to monitor for student progress.	Popp, Alysson	9/2/2014	Samples of students writing and scoring rubrics.	5/29/2015 monthly
G1.MA2	The data from I-ready, CGA's, and Achieve3000 will be collected and reviewed to determine the effectiveness of the use of the six signposts to increase comprehension.	Gilley, Bill	10/1/2014	Performance Matters charts and graphs	6/5/2015 monthly
G1.B3.S1.MA1	Coach will keep a log of when she models, observes, and debriefs with teachers.	Popp, Alysson	9/2/2014	Coach's Logs	5/29/2015 monthly
G1.B3.S1.MA1	Administration will conduct classroom observations and check teacher lesson plans.	Jones, Rhonda	9/2/2014	CAST Observations and teacher lesson plans	5/29/2015 monthly
G1.B3.S1.MA2	Administration will look at student journal writing and exit tickets for implementation.	Jones, Rhonda	9/2/2014	Student journals and exit tickets	5/29/2015 monthly
G1.B3.S2.MA1	Lesson plans and instruction will include the use of the six signposts throughout the school.	Jones, Rhonda	9/2/2014	Lesson plans and CAST Observations	4/30/2015 monthly
G1.B3.S2.MA1	A calendar will be kept of lessons taught and observations done.	Jones, Rhonda	9/26/2014	The Calendar and "fishbowl" feedback forms	3/31/2015 monthly
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.B2.S1.MA1	Administration will monitor the number of observations and conferences completed per week, so that all CAST observation are finalized in a timely fashion.	Gilley, Bill	9/2/2014	Calendars and observations completed on the CAST portal	4/30/2015 weekly
G2.B2.S1.MA1	Administration will meet weekly to review and update the observation calendar.	Gilley, Bill	9/2/2014	Agendas and observation calendar	4/30/2015 weekly
G2.B2.S2.MA1	Administration will monitor the implementation of the pillars of excellent instruction by teachers.	Jones, Rhonda	9/2/2014	Lesson plans and student data	4/30/2015 weekly
G2.B2.S2.MA1	Administration will observe and record evidence of feedback from post conference being implemented.	Jones, Rhonda	9/2/2014	Next steps form and CAST evaluations	4/30/2015 weekly
G3.MA1	Samples of lesson plans using the gradual release model effectively will be shared among faculty. Student data will be disaggregated to monitor increased proficiency.	Gilley, Bill	10/31/2014	Lesson plans Student data over time	6/5/2015 monthly
G3.B2.S1.MA1	Administration and coach will review lesson plans and conduct conferences with teachers concerning the use of the gradual release model.	Popp, Alysson	10/15/2014	Conference notes Lesson plans Changes in practice observed in later observations Student data	6/5/2015 monthly
G3.B2.S1.MA1	Administration and Coach will conduct observations in classrooms to determine the level of implementation of	Popp, Alysson	10/1/2014	Lesson Plans CoP Agendas Notes from observations	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	gradual release in order to provide feedback and coaching.				
G3.B2.S1.MA3	Administration and Coach will meet to discuss feedback given and next steps planned for individual teachers.	Popp, Alysson	9/5/2014	Progress relating to next steps observed in the classrooms and recorded in observations or coaching sessions	6/5/2015 biweekly
G4.MA1	Discipline data from Genesis will be collected and reviewed throughout the year to determine the effectiveness of BULLY HURTS concepts as related to behavior.	Gilley, Bill	10/15/2014	Genesis Reports	6/5/2015 monthly
G4.B1.S1.MA1	Administration will look at discipline data from Genesis to determine if there is a improvement in student behavior.	Gilley, Bill	10/31/2014	Reports from Genesis	6/5/2015 biweekly
G4.B1.S1.MA3	Teachers will monitor daily and weekly behavior charts in classroom to determine if there is improvement in behavior.	Gilley, Bill	10/15/2014	Classroom Behavior Charts Conduct grades on Report Cards	6/5/2015 weekly
G4.B1.S1.MA1	Administration will do classroom observations in order to see lessons implemented using strategies from BULLY HURTS.	Jones, Rhonda	10/15/2014	Lesson plans Observations and feedback, plus next steps implemented	6/5/2015 monthly

## 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.** Implement speaking and listening to advance written evidence of comprehension.

#### **G1.B3** Teacher expertise in conducting effective Socratic Seminars

**G1.B3.S1** Literacy coach will push in to model, observe, and provide feedback to teachers and they facilitate seminars.

##### **PD Opportunity 1**

The literacy coach will push in to model speaking and listening and appropriate writing strategies to teach that will advance the level of comprehension needed for Common Core.

##### **Facilitator**

Allyson Popp, Jana Grenier, Bill Gilley, teacher leaders

##### **Participants**

faculty members or individual grade level team CoP groups

##### **Schedule**

Biweekly, from 9/9/2014 to 5/29/2015

**G1.B3.S2** Administration and faculty will participate in study of NOTICE AND NOTE by Beers and Probst.

##### **PD Opportunity 1**

During CoP's, the faculty will participate in a book study of NOTICE AND NOTE by Beers and Probsts.

##### **Facilitator**

Jana Grenier, Allyson Popp, and Bill Gilley

##### **Participants**

Facutly

##### **Schedule**

Weekly, from 8/11/2014 to 6/5/2015

**G2.** Build standards-based lessons in reading, math, and science around the pillars of excellent instruction ( rigor, engagement, understanding, and ownership). .

**G2.B2** Providing specific and timely feedback to teachers from formal, informal, and drop-in observations

**G2.B2.S1** Administration and Coach will provide timely resources to support individual teachers with their IPDP's and classroom instruction throughout the year.

**PD Opportunity 1**

Administration and Coach will provide timely resources to support individual teachers with their IPDP's and classroom instruction throughout the year.

**Facilitator**

Gilley, Grenier, Popp

**Participants**

teachers

**Schedule**

Monthly, from 9/2/2014 to 4/30/2015

**G3.** Utilize rigorous gradual release instruction K-5 to increase student engagement and proficiency.

**G3.B2** Lack of adequate training regarding gradual release model

**G3.B2.S1** Review and discuss materials and PowerPoints from teacher academy.

**PD Opportunity 1**

During CoP's, teachers will review, discuss, and determine their own next steps in conducting effective gradual release lessons.

**Facilitator**

Jana Grenier, Allyson Popp, Bill Gilley, and selected faculty

**Participants**

Faculty

**Schedule**

Biweekly, from 10/1/2014 to 5/13/2015

**G4.** Implement guidelines from BULLYING HURTS by Lester Laminack, to increase positive interaction among students at Whitehouse.

**G4.B1** Time to adequately to discuss and implement selected concepts from the book

**G4.B1.S1** Schedule specific CoP times and dates to study the layers of kindness and essential understandings from BULLYING HURTS.

**PD Opportunity 1**

The administration will create and utilize CoP agendas that include designated sessions that focus on BULLY HURTS.

**Facilitator**

Jana Grenier and Bill Gilley

**Participants**

K-2 teachers

**Schedule**

Monthly, from 10/15/2014 to 6/5/2015

## Technical Assistance Items

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

**G2.** Build standards-based lessons in reading, math, and science around the pillars of excellent instruction ( rigor, engagement, understanding, and ownership). .

**G2.B2** Providing specific and timely feedback to teachers from formal, informal, and drop-in observations

**G2.B2.S2** Provide specific, focused feedback that is in line with CAST rubric.

### **PD Opportunity 1**

The principal and assistant principal will collaborate around specific and appropriate CAST feedback.

#### **Facilitator**

Principal and Assistant Principal

#### **Participants**

Principal, Assistant Principal, and teachers receiving feedback.

#### **Schedule**

Monthly, from 9/5/2014 to 4/30/2015

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> Implement speaking and listening to advance written evidence of comprehension.	2,400
<b>Goal 2:</b> Build standards-based lessons in reading, math, and science around the pillars of excellent instruction ( rigor, engagement, understanding, and ownership). .	2,300
<b>Goal 3:</b> Utilize rigorous gradual release instruction K-5 to increase student engagement and proficiency.	500
<b>Goal 4:</b> Implement guidelines from BULLYING HURTS by Lester Laminack, to increase positive interaction among students at Whitehouse.	850
<b>Grand Total</b>	<b>6,050</b>

Goal 1: Implement speaking and listening to advance written evidence of comprehension.		
Description	Source	Total
<b>B3.S1.A1</b> - Support materials for NOTICE and NOTE	School Improvement Funds	1,500
<b>B3.S2.A1</b> - NOTICE and NOTE books for staff	General Fund	900
<b>Total Goal 1</b>		<b>2,400</b>

Goal 2: Build standards-based lessons in reading, math, and science around the pillars of excellent instruction ( rigor, engagement, understanding, and ownership). .		
Description	Source	Total
<b>B2.S1.A1</b> - I-Pads to maintain CAST information and utilize in classrooms	General Fund	1,500
<b>B2.S2.A1</b> - Substitutes so teachers can observe each other	General Fund	800
<b>Total Goal 2</b>		<b>2,300</b>

Goal 3: Utilize rigorous gradual release instruction K-5 to increase student engagement and proficiency.		
Description	Source	Total
<b>B2.S1.A1</b> - Substitutes and TDE opportunities for teachers to watch others conduct effective gradual release lessons	General Fund	500
<b>Total Goal 3</b>		<b>500</b>

Goal 4: Implement guidelines from BULLYING HURTS by Lester Laminack, to increase positive interaction among students at Whitehouse.		
Description	Source	Total
<b>B1.S1.A1</b> - Funds to purchase BULLTING HURTS and supportive materials for faculty	School Improvement Funds	850
<b>Total Goal 4</b>		<b>850</b>