

Metropolitan Nashville Public Schools

School Improvement Plan

*School Name:*  *Whites Creek High School*

*Principal:*  *Dr. James K. Bailey, III*

*Date: April 30, 2014 (Revised 10/13/2014)*

# Section 1 – Needs Assessment

## Section 1A: Assurances

I certify that Whites Creek High School has utilized the data and other requirements requested for each section.  The school will operate its programs in accordance with all of the required assurances and certifications for each program area.

**I CERTIFY** that the assurances referenced above have been satisfied to the best of my knowledge.

Signature of Principal: Dr. James K. Bailey, III

Date Signed: October 13, 2014

## Section 1B: School Improvement Team

**Establishment:** A School Improvement Team shall be established in each school through the mutual cooperation of the faculty and the principal.

**Purpose:** The basic function of the School Improvement Team at each school is to implement the school improvement planning process using data to prioritize performance targets and to determine a focus or clarity of purpose for improving student performance. Each school’s plan serves as the accountability document for measuring yearly progress as required by local, state and federal policies.

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| ***School Improvement Team Member Name*** *(8)* | ***Position/ School Role*** |
| Dr. James Bailey | Principal, Chairperson |
| Serena Moore | Literacy Consulting Teacher |
| Terri Hall | Math Consulting Teacher |
| Jeanita Anderson | School Counselor |
| Latissa Hall | Community-Metro Health Dept. |
| LaSheryl Jones-Hall | Academy Coach |
| Akia Thompson | Student |
| Michael Fox | Special Education |
| Jeremiah Davis | CTE, Teaching and Learning |
| Teresa Cowan | Parent |
| Nichole Newman | Mathematics Instructor |
| Iris Olige | Assistant Principal, SIT-Lead |
| Jessica Seifert | Science Instructor |
| Treva Booker | Secretary/Support Staff |
| Clara Edwards | Cambridge Coordinator |
| Llewellyn Peter | Fine Arts |
| Robin Coutras | Media Specialist |

**School Improvement Team Membership:** The Executive Principal is the chair of the School Improvement Team (SIT). The School Improvement Team Lead Facilitator is responsible for organization and monitoring of sub-committees and revising the school improvement plan, as needed. SIT members are elected or selected by the Executive Principal and should be representative of all stakeholders. The SIT should include: Executive Principal (required); SIT Lead Facilitator (required for Title I Schools); assistant principal(s); non staff member parents (required); teacher representatives; student representatives (as appropriate), support staff/personnel representatives; and Business Partnership Representatives and/or Community Members.

## Section 1C: School Overview

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| Brief Overview of School *Provide a**link to School Profile and list* ***only*** *relevant**changes in school and community information.* |
| Link to School Profile: [www.whitescreekhs@mnps.org](http://www.whitescreekhs@mnps.org)    Relevant Changes within the 2014- 2015 School Year:   * Administrative changes: New Assistant Principal leadership in the Freshman Academy, Academy of Education and Law, and the Academy of Alternative Energy, Sustainability, and Logistics; two of the three are first year administrators * Key personnel changes in Biology, Chemistry, Algebra I and II, and AP English course * New Classes added to the Advanced Studies Program: Cambridge International Examination * Academy School Counselors assume duties of the College and Career Counselor whose position has been eliminated from staffing * Academy of Community Health received Model Academy accreditation |

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| School Vision *Write the shared vision for your school.* |
| “Confident students who conquer their dreams.” |
| School Mission *Write the shared mission for your school.* |
| Whites Creek High School embraces the diversity of each student and provides a safe learning environment where quality teaching, student accountability, and strategic partnerships produce a college-focused culture while preparing students to excel in a global society. |

## Section 1D: School Culture

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| School Culture Data (1, 8) *Select all data sources that apply.* *Upload supporting data reports to your School’s SharePoint - Folder 1.* |
| Student Survey  Parent Involvement Survey  TELL Survey  Tripod Survey  Student Attendance//Graduation Rate  Student Discipline Data  Other: |
| Areas of School Culture Strengths (1, 8) *Based on the data sources selected above, please describe the areas of school culture strengths:* |
| * Common Planning for core academic subjects * Common Planning for Academy Teams * Percentage of highly qualified teachers * Teacher and Student access to technology * Teacher access to professional development * Opportunity for teachers to participate in school leadership * Access to Consulting Teachers * Para Pros assisting in general education classes where inclusion students are present * Cambridge AICE program for students wishing to accept an academic challenge from an international advanced studies curriculum * Access to College for TN online resources * Reduced student discipline referrals |
| Areas of School Culture to Strengthen (1, 8) *Based on the data sources selected above, please describe the areas of school culture to strengthen:* |
| * Increase academic achievement in reading, writing, and mathematics literacy * Maintain and continue momentum of appropriate classroom climate for learning * Establish more focused attention on the part of all staff members on the school’s data and its implications for classroom instruction and the school’s learning environment * Increase implementation of interdisciplinary and project-based learning * Increase emphasis on the implementation of the Common Core Standards via use of curriculum guides to direct instruction and assessment * Increase student readiness for ACT assessment |

## Section 1E: Academic Data

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| Data Source | **Current Achievement Data for Action Planning (1, 8)** *Provide a brief narrative of findings for each data source relevant to your school. Upload supporting data reports to your School’s SharePoint - Folder 1.* |
| **TCAP/**  **EOC** | 2014 Algebra I EOC: 34.8% P/A; a 7.3% increase from 2013’s 27.5%;  Target for 2015: 38.9%  2014 Algebra II EOC: 3.6% P/A; a 1.3% increase from 2013’s 2.3%; Target for 2015: 9.6%  2014 English II EOC: 36.5% P/A; a 16.5% increase from 2013’s 20%;  Target for 2015: 40.5%  2014 English III EOC: 4.3% P/A; a 7% decline from 2013’s 11.3%; Target for 2015: 10.3%  EOC results reveal continued improvement in Algebra I and English II. Algebra II and English III continue to be significant areas of concern. The literacy and numeracy consulting teachers, in collaboration with subject department heads and the district-provided data coach, are working directly with teachers to implement strategies to address students’ strengths and weaknesses. |
| **ELDA/WIDA** | 2013-2014 ELDA 5 students: 2 Pre-functional; 3 Intermediate Proficiency    The number of English Language Learners (ELL) is few at Whites Creek. A part-time ELL instructor works with those few to build their skills. |
| **% of SWD in General Education**  **Classroom** | 2011-12 Percent in the Regular Class at least 80% of the time: 39.19%  2012-13 Percent in the Regular Class at least 80% of the time: 49.68%, a 10.49% increase.  2013-2014 Percent in the Regular Class at least 80% of the time: 63.46% |
| **PLAN**  **EXPLORE**  **ACT** | ACT 2013-2014:  Percent of Students At or Above Benchmark: Composite – 5.21%; English – 18.75%; Math – 1.04%; Reading – 9.9%; Science – 3.13%.  ACT TVAAS 2013-2014: Composite, Math, Reading, Science-Met the standard for Academic Growth; English-Less progress than the standard for Academic Growth.  ACT TVAAS results show that there was growth in the Composite, Math, Reading, and Science scores. Although this is a positive movement, the school has much growth to do to move a greater percentage of students toward the district target Composite score of 21 or better.  The school continues to struggle in finding an efficient, effective means to support students in meeting ACT benchmarks. Currently, sophomore students are enrolled in Critical Thinking with a focus on ACT readiness. The school is launching an ACT Improvement Plan effective October 28, 2014. |
| **TVAAS** | End of Course (EOC):  2014 Algebra I- The school met the standard for Academic Growth, from 2013’s -10.2 growth measure to -1.3 growth measure; 2014 Algebra II-The school made substantially less progress than the standard for academic growth,-32.5; English I- The school made substantially more progress than the standard for Academic Growth, 3.8 growth measure; 2014 English II-The School made substantially more progress than the standard for Academic Growth, 6.1; 2014 Biology- The school met the standard for Academic Growth,-4.9, an improvement over 2013’s -8.7.  PLAN TVAAS 2013-2014: Composite, English, Math, and Reading- Met the standard for Academic Growth. Students at Whites Creek will not take the PLAN assessment in 2014-2015. |
| **OTHER:** | Percent of Students At or Above Benchmark:  Plan 2013 Plan 2014   * Composite-8.87% Composite – 12.2% * English – 37.6% English – 45.6% * Math – 3.9% Math – 6.4% * Reading – 8% Reading – 17.07% * Science – 1.61% Science – 3.5%   2013-2014 Graduation Rate 68.3%; Target for 2015-70.3%  2012-2013 Overall Attendance Rate: 91.55% (as reported in the district’s data warehouse)  2013-2014 Overall Attendance Rate: 91.49% (as reported in the district’s data warehouse) |

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| Academic Achievement Trends for the Past Three Years: (1) *Write a brief narrative for action planning. Upload supporting data reports to your School’s SharePoint - Folder 1.* |
| Summative data reflects a yo-yo trend of increased performance one year followed by a dip in performance the following year. English II had 25.7% proficient/advance (P/A) in 2012, dropped to 20% in 2013, but increased to 44.1% in 2014. English III had a similar yo-yo trend: in 2012, 5.1% P/A, in 2013, 11.3%, but dropped in 2014 to 4.3%. Algebra II and Biology reflect the same trend.  The data suggests that mastery of skills has not stabilized to an extent to demonstrate increasing mastery each year in the core subjects of mathematics and English. The data also suggests that students continue to need focused instruction with an eye to master the fundamental concepts and then build on the foundation. The high number of students at the basic level suggests that intentional work has the potential to move these students to the proficient level. |

| Gap Closure Trends and Analysis (1, 8) *Write a brief narrative for action planning. Upload supporting data reports to your School’s SharePoint - Folder 1.* |
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| The 2014 testing results reveal that gaps in achievement among subgroups continue to exist. The school, in collaboration with the district, has established the gap reduction goals for the 2015 testing cycle. The goals reflect the 2014 gap and the percentage reduction the school hopes to reach through strategic planning.  September 2014 – GAP Reduction Goal for 2014-2015 :   * EOC Algebra I and II for Black, Hispanic, Native American vs. All from 1.5% to 1.4% an overall decrease of 0.1%. * EOC Algebra I and II for Economically Disadvantaged (ED) vs. Non-ED from 4.1% to 3.8%, an overall decrease of 0.3%. * EOC Algebra I and II for English Language Learners (ELL) vs. Non-ELL: No Gap Elimination Target for 2015 testing cycle * EOC Algebra I and II Students with Disabilities (SWD) vs. Non-SWD from 13.9% to 13%, an overall decrease of 0.9% * EOC English II and III for Black, Hispanic, Native American vs. All from 0.9% to 0.8%, an overall decrease of 0.1% * EOC English II and III for Economically Disadvantaged (ED) vs. Non-Ed from 15.1% to 14.2%, an overall decrease of 0.9%. * EOC English II and III for English Language Learners (ELL) vs. Non-ELL: No Gap Elimination Target for 2015 testing cycle * EOC English II and III for Students with Disabilities (SWD) vs. Non-SWD from 18% to 16.9% an overall decrease of 1.1%.   The school wrote, and had approved, a grant for the 2014-2015 school year which funds tutoring for academic intervention. Academic intervention will occur afterschool and on Saturdays. Tutoring is designed expressly to work on skill deficits in an effort to decrease student academic weaknesses and in turn will be reflected in the achievement gap(s) among subgroups. Tutoring affords targeted intervention. |

## Section 1F: School-wide Engagement

| Differentiated Learning Plan *(2, 9)* *Include Response to Instruction and Intervention, intersession, extended day, restructured day, and enrichment.* |
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| **School-Wide Focus:**   * Literacy in reading, writing, and mathematics – Continuous Improvement Model * Continue the established, structured, cohesive school environment via the adopted school-wide discipline plan, shared leadership, and accepted accountability on the part of all stakeholders * ACT test readiness * Graduation rate * Monitor the current academies’ Pyramid of Intervention for needed modifications and readiness for implementation of RTII in 2015-2016   **School-Wide Strategies:**   * Work of Literacy and Numeracy Consulting Teachers * Maintenance of Structures to Improve the Climate for Learning * Classroom Instruction and Assessment Aligned to Standards * Implementation of Grading for Learning strategies * Increased implementation of interdisciplinary and project-based learning   **Extended Learning Strategies:**   * Spring Intersession – March 18 – 20, 2015; affords students the opportunity for content or credit recovery and to explore areas of interest by creating mini-PBLs * ACT Tutoring – Afterschool by designated instructor(s); 2:15-4:15 p.m. Tuesdays and Thursdays; groups rotate based on when the ACT is taken; Implementation of the school’s ACT Improvement Plan * English, Math, and Science Tutorial Labs; A+ labs; Afterschool: Mondays – Thursday, 2:15 to 4:15 p.m. as well as Saturdays, 8 to 11 a.m. (Tutoring Labs: August 2014 through April 2015; Saturday School, Sept. 2014 – April 2015) * 2015 Summer Academic Camp for rising 9th graders contingent on availability of funding. |

| Student Transition Plan (2, 7) *Include implementation of Five Characteristics of an MNPS Graduate and transitioning students between grades and tiers.* |
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| To ease the transition to high school, school counselors, and the Academy Coach, work with the feeder middle schools’ counselors and teachers to schedule tours of the high school and to appropriately schedule incoming freshmen into classes. In the middle school setting, the high school counselors acquaint students with life on the high school campus noting academic offerings, extra-curricular options, and support services available. Prior to the first day of school, an orientation is held for freshman students and their parents at the high school. Freshman students are enrolled in Freshman Academy, a small learning community approach to meeting the needs of ninth graders.  Exiting ninth graders are eased into the school’s career academies with the assistance of the Academy Coach, school counselors, and the work students completed in their Freshman Seminar class. Prior to registration for the next academic year, ninth graders tour the career academies to learn additional information about individual academy pathways and the five characteristics of high school graduates of the Metropolitan Nashville School System. Students are acquainted with dual enrollment options, internship possibilities, senior capstone requirements, international certification via Cambridge, and national certifications associated with the various career pathways.  Exiting seniors are assisted with their transition to post-secondary status. The school counselors work with students in developing exit plans, providing resources to students through career and college counseling, assisting with college applications or other forms, and connecting students to resources such as scholarships.  All students, including Life Skills students, have the opportunity to do job shadowing and internships/externships as they matriculate at Whites Creek High School. These experiential opportunities can become the gateway to post-secondary job options.  Late enrollees to the school meet with staff in the school’s registration center. Staff in the center determine eligibility for enrollment and assess what documentation the school needs. Eligible students are then referred to the appropriate school counselor for “new student” orientation and scheduling of classes. Students are then assigned an advisor as a part of the school’s advisor-advisee program. The advisor helps ease the new student’s transition into the school. |

| Teacher Recruitment & Support Plan *(3, 4, 5)* *Include school plan for attracting, mentoring, and retaining quality teachers* |
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| The district attracts and retains highly qualified teachers by providing specific professional development opportunities, required and optional, at the district’s Martin Professional Development Center and by demonstration sites where teachers may observe peers actively engaged in the art of teaching. These district-targeted professional development opportunities are aligned to district initiatives, such as the Theory of Change: Education 2018, and are designed to add more tools for teachers to use in their roles as classroom leaders or school administrators.  The district also hosts a Teacher Job Fair where potential MNPS teachers may circulate among local school representatives to connect to available positions. A strong collaboration exists between the district and local colleges and universities as well as with the Nashville Teacher Fellowship (NTF) and the Teach For America (TFA) programs.  At the school level, administrators take advantage of the Teacher Job Fair to attract teachers to the school. They use the venue to highlight the positive advantages of becoming a teacher at Whites Creek High School. Many of those positives are listed in the Areas of School Culture Strengths. School administrators also have a good working relationship with the leadership of NTF and TFA, organizations that attract and mentor college-trained individuals to the teaching profession. Those connections afford the school to market to those potential teachers.  In-house consulting teachers, numeracy and literacy, are provided to mentor teaching staff members in best practice instructional strategies, curriculum alignment, common formative assessments, classroom management, and other pertinent issues. There are occasions when teacher leaders go out of the classroom to receive training to bring back to their peers. The school leadership is not only composed of the administrators, but encompasses teacher leaders, which is appealing to individuals recruited to teach at the school.    At Whites Creek High School (WCHS), each teacher new to the profession or new to the school is paired with a teacher mentor. WCHS’s small schools organizational structure is anchored in teaming and peer collaboration. There are ample opportunities for leadership experiences, and the administration actively supports and encourages teachers who pursue advanced degrees. All of the aforementioned are key, and proven, incentives to attract individuals to teaching at Whites Creek High School.  In addition to the above, teachers have access to current technology and to common planning time for collaboration. |

| Teacher Professional Development Plan *(3, 4, 5)* *Include school status of Highly Qualified teachers; plan for assisting non-highly qualified teachers; and learning technology development plan.* |
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| Professional development is ongoing. The academy coach meets weekly with the teacher leaders of each academy to meet their professional development needs. The academy coach and the consulting teachers work collaboratively to access and to meet the professional needs of the academies as a whole. The Literacy Consulting Teacher meets weekly with English teachers. The Numeracy Consulting Teacher meets weekly with mathematics instructors. In 2012-2013, an external consultant worked with staff on the implementation of grading for learning. The administrative team has continued that focus in 2014-2015. New teachers to the school in 2014-2015 will be trained. The administrative team along with the Building Leadership Team survey teacher professional development needs and strategize ways to meet those needs.  As of October 13, 2014, all of Whites Creek High School’s teachers, with the exception of one, are highly qualified in the subject areas taught. The teacher who is not highly qualified in the subject currently being taught is highly qualified in closely related areas. Parents of students in the teacher’s classes received the required letter of notification.  Teachers who are not highly qualified are mentored by the instructional coaches (Literacy Coach and Numeracy Coach). They are advised by their immediate supervisor, generally the administrator of the academy, of procedures to become highly qualified.  In technology, the school established two additional, hard-wired computer labs during the 2012-2013 school year along with the purchase of 3 additional 30 station laptops in charging carts and 5 32 unit sets of CPS Student Response systems. In the fall of 2013-2014, 11 Promethean boards were installed in classrooms to maximize the use of technology as an aide in classroom instruction. The school has received six additional classroom sets of laptops in charging carts. In the fall of this year, 2014-2015, the school received a laptop station of 32 through the GEAR UP program for the Freshman Academy. Technology is a viable component of instruction at WCHS. Currently, there are no plans to purchase additional technology hardware due to lack of funding. A focus is on the use of available software and fee-free internet-based educational programs to support classroom instruction. Teachers also make use of digital educational materials available from the district and the state  During the 2013-2014 school year and the summer that preceded the 2014-2015 school year, Whites Creek High School teachers participated in the district-initiated online All Star Training. All Star Training consisted of various modules, with an assessment after each, addressing blended classrooms, use of technology, and instructional strategies aligned to the district’s Theory of Change: Education 2018.  Teachers who are a part of the school’s latest advanced studies curriculum program, Cambridge, receive PD in Cambridge instructional practices and as the Cambridge syllabuses change. |

| Family & Community Engagement Plan *(6)* *Include plan to increase parental involvement and calendar of family and community engagement events, as well as plan for communicating mission and vision.* |
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| **Parents:** Parents will be made aware of the school’s vision and mission statements in the following ways: the annual Title I meeting at the beginning of the year, academy newsletters, the school’s website, academy brochures, parent meetings, and the physical presence of these statements posted within the school.  To increase parental involvement, the school has planned meetings in the community. Parents are invited via mail outs. The executive principal does weekly callouts to inform parents of current and upcoming events as well as to invite them to attend. Parents who come to the school for various reasons are recruited to be involved.  **Students:** Students will be made aware of the school’s vision and mission statements in the informational packets they receive from their instructors, the school’s website, the physical presence of the statements posted within the building, and in the students’ academy newsletters. The mission statement is announced daily and students are randomly stopped to see if they know the mission of the school.  **Community Members:** Community members will be made aware of the school’s vision and mission statements in the following ways: the school’s website, the school’s academy brochures, focused initial meetings with school administration, general interaction with academies via job shadowing, internships, and externships as well as their collaborative work within the building.  Academy Community/Business partnerships include an advisory board per academy which works directly with the designated career academy providing professional knowledge and support, connecting students to internship training, and service learning opportunities. Members of the advisory board, or other members of the partnership organization, serve on panels to assess student projects/presentations giving evaluative feedback.  Currently, the school has scheduled a Cambridge Parents Meeting for September 9, 2014; Open House for all parents/community for September 11, 2014; and an Academy Showcase for October 28, 2014. |

## Section 1G: Coordination of Programs

| Statement of Coordination & Integration of Federal, State, & Local Programs (10) |
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| The school improvement plan was developed and is currently being carried out with the assistance of and the participation of the State Department of Education, the Metropolitan Nashville Public Schools District Office, and the local school. This plan is a continual process; and therefore, consultation and participation from all levels is necessary.  Technical assistance was provided by the State Department of Education through the following ways:   * The State Report Card is supplied to the District and the schools for the analysis, synthesis, and resulting planning process. * Webinars are offered to cover alignment of the State Standards and for guidance of utilization of federal funds. * The state website is available for guidance in the development of the school improvement plan and for federal and state compliance with ESEA regulations. * Further guidance is offered by state personnel for federal and state compliance with ESEA regulation of expenditures.   The Metropolitan Nashville Public Schools District provides the following assistance in the development of the school improvement plan, including federal and state requirements in the following ways:   * The District supplies the data and goal targets to each school. * Research-based guidance is offered to schools on curriculum, instruction, assessment, and organization for planning purposes. * The District provides a “call-out” service to increase parent awareness and involvement in the education of students. * To increase the efficacy of planning, extensive data is available to schools through the utilization of Data Warehouse. * Data coaches, instructional coaches, and model classroom teachers support the District initiative data-driven planning and instruction. * Family School Liaisons provide services that link the district and the school to the community. * The Department of Federal Programs provides guidance in the school improvement process and compliance regulations and requirements, which includes training sessions, site visits, PowerPoint presentations, email, and other methods. * The district ensures that one percent of Title I funds are programmed for parent involvement.   The following technical assistance is provided at the school level:   * The members of the school community are notified of the school’s status. * Parents are notified of the school’s status. * Varied languages and methods of communication are offered. This includes varying the times of meetings to meet the needs of parents. * High quality professional development opportunities based on achievement needs and other needs assessments are offered for teachers. * Assistance for the homeless is offered, including information for parents. |

# Section 2: School-wide Action Plan

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| Goal 1 - School-wide Action Plan Worksheet | |
| ***Plan Items*** | |
| Title: https://eplan.tn.gov/Images/GoalIcon.gif 1) Graduation - College and Career Ready ***(Grow/ Achieve/Empower)*** | |
| **Description:**  **State Accountability Goal:**  For the 2013-2014 school-year, the on-time graduation rate will increase to 79.7%.  ***Related Education 2018 Goals*** *(While MNPS plans to make data measuring progress toward strategic plan goals public, these goals are not to be used in setting AMOs.)*   1. *By 2018, 40% of elementary and middle school students will project to score a 21 or higher on the ACT, and 50% of MNPS high school students will score 21, or higher, on the ACT composite.* 2. *By 2018, 75% of MNPS high school students will be enrolled in at least one course for college credit, upon graduation. 100% of enrolled students will take associated exams, and 75% will pass the exam.* 3. *By 2018, 100% of MNPS high school students will complete a capstone experience.* 4. *By 2018, 100% of students will set learning goals and track their own learning progress* 5. *By 2018, 100% of K-12 students will demonstrate leadership skills, as measured by school-level evaluation rubrics. (School-level evaluation is TBD)* 6. *By 2018, 100% of MNPS students will set learning goals and track their own learning progress. (School-level evaluation is TBD)* 7. *By 2018, the percentage of students rating their social and emotional health "high" in core social-emotional competencies will increase annually. Core competencies include self-awareness, self-management, social awareness, relationships skills and responsible decision-making.* | |
| **Performance Measures (District):** | 1. Percent of students annually who graduate with a regular diploma within four years 2. The percent of high school students who annually score a composite of 21 or higher on the ACT 3. The percent of elementary and middle school students who annually project to score a 21 or higher on the ACT 4. The percent of high school graduates who annually demonstrate the five characteristics of an MNPS graduate |
| **School-level Annual Goal and/or Performance Targets** | Increase the number of students scoring a composite 21 or better on the ACT from 2013-2014’s 5.21% to 7.1% or better in 2015. The 2014-2015 graduation rate will increase from 2014’s 68.3% to 70.3% or better. |

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| **Strategy (Objective)** | **1.1)** [**Quality Teaching (G1.1)**](javascript:__doPostBack('ctl00$CCIPContentPlaceHolder$ptvPlan$rptGoals$ctl00$rptStrategies$ctl01$lnkStrategy',''))  **Description:**  Transform teaching and learning using personalized approaches that meet the unique strengths, needs and interests of every learner | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  1.1.1 | Title:Teaming  Description: Teachers (including Related Arts and Exceptional Education) will work in teams to provide a comprehensive, targeted approach to student performance. Teams will meet once a week during common planning time in order to address students’ needs based on data. Content disciplines will meet once a week for subject area specialization and to address student academic needs based on data. | Increase by 60% or better students earning high school credits to move to the next grade level and for on time graduation | James K. Bailey | May 15, 2014 | Data warehouse access; common planning time; district-provided data coach; numeracy and literacy consulting teachers |
| Action Step  1.1.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | **1.2)** [**Quality Teaching (A1.2)**](javascript:__doPostBack('ctl00$CCIPContentPlaceHolder$ptvPlan$rptGoals$ctl00$rptStrategies$ctl02$lnkStrategy',''))  **Description:**  Continuously increase the rigor and relevance of learning content and experiences, for every learner | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  1.2.1 | Title:  Description: |  |  |  |  |
| Action Step  1.2.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | **1.3)** [**Quality Teaching (E1.3)**](javascript:__doPostBack('ctl00$CCIPContentPlaceHolder$ptvPlan$rptGoals$ctl00$rptStrategies$ctl04$lnkStrategy',''))  **Description:**  Empower learners with knowledge and support to create learning goals and frequently monitor progress | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  1.3.1 | Title: Formative Assessments  Description: Students will use the results from formative assessments to monitor their progress in Literacy and Numeracy. Students will log their progress in notebooks or as deemed feasible by the classroom instructor. | 85% of students will meet the literacy and numeracy formative assessment benchmarks | Terri Hall | April 2015 | Teacher created formative assessments; literacy and numeracy  Teachers (Donald, Gleaves, Freeman, Harvey, Toran) Title 1 FY15, $258,168; Data Clerk (Adams)-Title 1 FY15,$32,169 |
| Action Step  1.3.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | **1.4)** [**Equity and Excellence (A2.2)**](javascript:__doPostBack('ctl00$CCIPContentPlaceHolder$ptvPlan$rptGoals$ctl00$rptStrategies$ctl00$lnkStrategy',''))  **Description:**  Expand all students' access to relevant learning content, resources and opportunities, in and out of school time | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  1.4.1 | Title: College Exploration  Description: The school will promote an atmosphere of academic achievement through exposure to post-secondary opportunities via visits to colleges and universities in the local area and neighboring states, attendance at local Career Exploration Fair and College Night, and in-house College Fair | Increased percentage of graduates enrolling in post-secondary programs | Jeanitra Anderson | March 27, 2014 | GEAR UP Funds, $30,225; District Funds; Community Partners |
| Action Step  1.4.2 |  | ACT |  |  |  |

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| **Strategy (Objective)** | **1.5)** [**Transformational Leadership (G3.1)**](javascript:__doPostBack('ctl00$CCIPContentPlaceHolder$ptvPlan$rptGoals$ctl00$rptStrategies$ctl03$lnkStrategy',''))  **Description:**  Increase principal and teacher autonomy and accountability for leading and managing academic and cultural change. | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  1.5.1 | Title: Continuous Improvement  Description: Certificated staff will engage in school-wide book studies to increase knowledge in identified areas. Certificated staff will also engage in **I**ndividual Professional Development inclusive of conferences, district-provided workshops and online training related to the school’s goals, job assignment or subject discipline. Data conversations will be held with the district-provided data coach. | Increase by 4 percent, or more, the number of students meeting benchmarks on state assessments | Dr. Iris Olige | April 2015 | Local Funds: PD Registration,$1,500; PD Employee Out of Town Travel, $15,000; and PD Stipends, $20,000.  Title FY14 Books for PD |
| Action Step  1.5.2 | Title:  Description: |  |  |  |  |

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| Goal 2 - School-wide Action Plan Worksheet | |
| ***Plan Items*** | |
| Title: https://eplan.tn.gov/Images/GoalIcon.gif 2) Mathematics ***(Grow/ Achieve/Empower)*** | |
| **Description:**  **State Accountability Goal:**  For the 2013-2014 School year, MNPS will increase the percentage of students who are Proficient or Advanced in mathematics as measured by TCAP and EOC by a minimum of 3-5%.  ***Related Education 2018 Goals*** *(While MNPS plans to make data measuring progress toward strategic plan goals public, these goals are not to be used in setting AMOs.)*   1. *By 2018, 60% of MNPS students will advance at least one achievement level on annual state assessments.* 2. *By 2018, 58% of MNPS students will meet, or exceed, their peers statewide in academic growth on annual state assessments.* 3. *By 2018, 71% of MNPS students will be proficient or advanced on annual state assessments.* 4. *By 2018, 100% of students will set learning goals and track their own learning progress. (School-level evaluation method TBD)* | |
| **School-level Annual Goal and/or Performance Targets:** | **State Accountability Performance Targets:**   1. MNPS will increase the percentage of students who are Proficient or Advanced in Grade 3 Math as measured by TCAP for All Students to 55.8% Proficient/Advanced. 2. MNPS will increase the percentage of students who are Proficient or Advanced in Grade 7 Math as measured by TCAP for All Students to 44.4% Proficient/Advanced. 3. MNPS will increase the percentage of students who are Proficient or Advanced in Grade 3-8 Math as measured by TCAP for All Students to 46.2% Proficient/Advanced. 4. MNPS will increase the percentage of students who are Proficient or Advanced in Algebra I as measured by EOC for All Students to 54.4% Proficient/Advanced. 5. MNPS will increase the percentage of students who are Proficient or Advanced in Algebra II as measured by EOC for All Students to 28.9% Proficient/Advanced. |
| **Annual Measurable Objective (AMO) – School** | **Whites Creek High School will increase the percentage of students who are Proficient or Advanced as measured by End of Course (EOC)** by a minimum of **4.1%** in **Algebra I** for Every Test Taker (ETT) from 2014’s **34.8%** to **38.9%** Proficient/Advanced; for **Algebra II** by a minimum of **6%** from 2014’s **3.6%** to **9.6%** in 2015.. |

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| **Strategy (Objective)** | **2.1) Quality Teaching (G1.1)**  **Description:**  Transform teaching and learning using personalized approaches that meet the unique strengths, needs and interests of every learner | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  2.1.1 | Title: PBLs  Description: Students will engage in project-based learning activities to demonstrate mastery of concepts | 50% percent, or more, students will participate in math related PBLs using common assessments to determine mastery of math concepts | Terri Hall | November 2014(fall PBLs); March 2015 (spring PBLs) | Technology; general instructional supplies, Local funds, $27,177. |
| Action Step  2.1.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | **2.2) Quality Teaching (E1.3)**  **Description:**  Empower learners with knowledge and support to create learning goals and frequently monitor progress | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  2.2.1 | Title: Scaffold Learning  Description: Teachers will scaffold instruction and employ pyramid of intervention to meet the needs of students as implemented from daily lesson plans | Reduce by 60% percent students not meeting proficient or advanced status on formative benchmark assessments | Terri Hall | May 2015 | Technology; students’ general instructional supplies |
| Action Step  2.2.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | **2.3) Equity & Excellence (G2.1)**  **Description:**  Direct resources and supports to the specific needs of learners | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  2.3.1 | Title: Resources  Description: Students will have access to technology, math manipulatives, and enrichment materials | Increase percentage of students mastering the standards on benchmark and summative assessments to Goal target of 38.9%, or better, for Algebra I; for Algebra II to 9.6% or better. | Terri Hall | EOC, Common assessments | Numeracy Coach; instructional supplies-paper, pens, pencils, PBL materials, etc.,( Local funds) |
| Action Step  2.3.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | **2.4) Equity and Excellence (A2.2)**  **Description:**  Expand all students' access to relevant learning content, resources and opportunities, in and out of school time. | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  2.4.1 |  |  |  |  |  |
| Action Step  2.4.2 |  |  |  |  |  |

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| Goal 3 - School-wide Action Plan Worksheet | |
| ***Plan Items*** | |
| Title: https://eplan.tn.gov/Images/GoalIcon.gif 3) English Language Arts/Literacy ***(Grow/ Achieve/Empower)*** | |
| **Description:**  **State Accountability Goal:** For the 2013-2014 School year, MNPS will increase the percentage of students who are Proficient or Advanced in Reading/English Language Arts as measured by TCAP 3-5%.  ***Related MNPS Strategic Plan Goals*** *(While MNPS plans to make data measuring progress toward strategic plan goals public, these goals are not to be used in setting AMOs.)*   1. *By 2018, 60% of MNPS students will advance at least one achievement level on annual state assessments.* 2. *By 2018, 58% of MNPS students will meet, or exceed, their peers statewide in academic growth on annual state assessments.* 3. *By 2018, 71% of MNPS students will be proficient or advanced on annual state assessments.* 4. *By 2018, 100% of students will set learning goals and track their own learning progress. (School-level evaluation method TBD)By 2018, 100% of students will set learning goals and track their own learning progress. (School-level evaluation method TBD)* | |
| **Performance Measures (District):** | **State Accountability Performance Targets:**   1. MNPS will increase the percentage of students who are Proficient or Advanced in Grade 3 Reading as measured by TCAP for All Students from to 44.2% Proficient/Advanced. 2. MNPS will increase the percentage of students who are Proficient or Advanced in Grade 7 Reading as measured by TCAP for All Students from to 39.8% Proficient/Advanced. 3. MNPS will increase the percentage of students who are Proficient or Advanced in Grade 3-8 Reading as measured by TCAP for All Students from to 43.8% Proficient/Advanced. 4. MNPS will increase the percentage of students who are Proficient or Advanced in English II as measured by EOC for All Students to 50.8% Proficient/Advanced. 5. MNPS will increase the percentage of students who are Proficient or Advanced by in English III as measured by EOC for All Students to 30.2% Proficient/Advanced. |
| **School-level Annual Goal and/or Performance Targets:** | **Whites Creek High School will increase the percentage of students who are Proficient or Advanced as measured by End of Course (EOC)** by a minimum of **4%** in **English II** for ETT from 2014’s **36.5%** to **40.5%** Proficient/Advanced; in **English III** from 2014’s **4.3%** to **10.3%** |

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| **Strategy (Objective)** | https://eplan.tn.gov/Images/StrategiesIcon.gif **3.1) Quality Teaching (G1.1)**  **Description:**  Transform teaching and learning using personalized approaches that meet the unique strengths, needs and interests of every learner | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  3.1.1 | Title: Student-Centered Learning  Description: Students will participate in project-based learning activities, senior capstone experiences, service learning activities and internships within their chosen academies | 75% of students will participate in PBLs, Capstone Research, and/or be involved in service learning activities | LaSheryl Jones Hall | May 2015 | Academy Coach; Community Partners; Technology; students’ instructional supplies; Library Clerk (Booker)-Title 1 FY15, $26,127; |
| Action Step  3.1.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | **3.2) Quality Teaching (A1.2)**  **Description:**  Continuously increase the rigor and relevance of learning content and experiences, for every learner. | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  3.2.1 | Title: Literacy Focus  Description: Students will participate in school-wide literacy engagement inclusive of writing strategies/practice | Reduce the percentage of students not meeting the composite benchmark on the ACT by 10% | Serena Moore | May 2015 | Literacy Coach |
| Action Step  3.2.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | https://eplan.tn.gov/Images/StrategiesIcon.gif **3.3) Quality Teaching (E1.3)**  **Description:**  Empower learners with the knowledge and support to create learning goals and frequently monitor progress | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  3.3.1 | Title: Student Response  Description: Students will use the results from formative assessments to monitor their academic progress by tracking progress in their notebooks or other means designated by the teacher | Reduce the percent of students scoring Basic or Below Basic on EOC assessments to less than 50% | Student | May 2015 | Learning Journal ( student purchased binder or composition notebook; flash drive for digital journal) |
| Action Step  3.3.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | https://eplan.tn.gov/Images/StrategiesIcon.gif **3.4) Equity and Excellence (G2.1)**  **Description:**  Direct resources and supports to the specific needs of learners | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person(s) Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  3.4.1 | Title: Extended Learning  Description: Students will be supported academically after school via the English, Math, Science tutoring labs, and A+ labs | Increase by a minimum of 4% the number of students meeting the benchmark on summative assessments | Iris Olige | Two to three times a week ending May 2015 | Title I funds for Exception Pay, $3,235; Grant funds,$39,000 |
| Action Step  3.4.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | https://eplan.tn.gov/Images/StrategiesIcon.gif **3.5) Equity and Excellence (A2.2)**  **Description:**  Expand all students' access to relevant learning content, resources and opportunities, in and out of school time. | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person(s) Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  3.5.1 |  |  |  |  |  |
| Action Step  3.5.2 | Title:  Description: |  |  |  |  |

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| Goal 4 - School-wide Action Plan Worksheet | |
| ***Plan Items*** | |
| Title: https://eplan.tn.gov/Images/GoalIcon.gif 4) Achievement Gap ***(Grow/Achieve/Empower)*** | |
| **Description:**  **State Accountability Goal:** MNPS will decrease the academic achievement gap between subgroups by 6.25% per year. In addition, each subgroup will make improve in percent proficient and above in at least half of all subjects tested for accountability purposes.  **Related MNPS Strategic Plan Goals** (While MNPS plans to make data measuring progress toward strategic plan goals public, these goals are not to be used in setting AMOs.)   1. *By 2018, 60% of MNPS students will advance at least one achievement level on annual state assessments.* 2. *By 2018, 58% of MNPS students will meet, or exceed, their peers statewide in academic growth on annual state assessments.* 3. *By 2018, 71% of MNPS students will be proficient or advanced on annual state assessments.* 4. *By 2018, 100% of students will set learning goals and track their own learning progress. (School-level evaluation method TBD)* | |
| **Performance Measures (District):** | **State Accountability Gap Closure Targets:**   1. MNPS will decrease the academic achievement gap as measured by TCAP (Math 3-8) for ED vs. Non ED to 26%. 2. MNPS will decrease the academic achievement gap as measured by TCAP (Reading 3-8) for ED vs. Non ED to 30.4%. 3. MNPS will decrease the academic achievement gap as measured by TCAP (Math 3-8) for EL vs. Non EL to 14.5%. 4. MNPS will decrease the academic achievement gap as measured by TCAP (Reading 3-8) for EL vs. Non EL to 26.3%. 5. MNPS will decrease the academic achievement gap as measured by TCAP (Math 3-8) for SWD vs. Non SWD to 11.2%. 6. MNPS will decrease the academic achievement gap as measured by TCAP (Reading 3-8) for SWD vs. Non SWD to 7.6%. 7. MNPS will decrease the academic achievement gap as measured by TCAP (Math 3-8) for Racial Ethnic Subgroup vs. All Students to 8.1% . 8. MNPS will decrease the academic achievement gap as measured by TCAP (Reading 3-8) for Racial Ethnic Subgroup vs. All Students to 8.2% . |
| **School-level Annual Goal and/or Performance Targets:** | **Whites Creek High School will decrease the academic achievement gaps as measured by End of Course (EOC) in -**   * **Algebra I and II** for **Black, Hispanic, Native American vs. All** from 2014’s **1.5%** to **1.4%** an overall decrease of **0.1%.** * **Algebra I and II** for **Economically Disadvantaged (ED) vs. Non-ED** from 2014’s **4.1%** to **3.8%** an overall decrease of **0.3%.** * **Algebra I and II** for **Students with Disabilities(SWD)** vs. **Non-SWD** from 2014’s **13.9% to 13**% an overall decrease of **0.9%**   **Whites Creek High School will decrease the academic achievement gaps as measured by End of Course (EOC) in -**   * **English II and III** for **Black, Hispanic, Native American vs. All** from 2014’s **0.9%** to **0.8%** an overall decrease of **0.1%.** * **English II and III** for **Economically Disadvantaged (ED) vs. Non-ED** from 2014’s **15.1%** to **14.2%** an overall decrease of **0.9%.** * **English II and III** for **Students with Disabilities (SWD) vs. Non SWD** from 2014’s **18%** to **16.9%** an overall decrease of **1.1%.** |
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| **Strategy (Objective)** | https://eplan.tn.gov/Images/StrategiesIcon.gif **4.1) Equity and Excellence (Students with Disabilities) (G2.1)**  **Description:**  Direct resources and supports to the specific needs of learners. | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person(s) Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  4.1.1 | Title: Inclusion  Description: SWD, based on IEPs, will experience full inclusion with support in the general education classroom of a parapro or special education teacher trained to assist and/or provide instruction | Reduce the achievement gap between SWDs and Non-SWDs by the targeted percent in each academic subject | Michael Fox | May 2015 | Para-pros |
| Action Step  4.1.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | https://eplan.tn.gov/Images/StrategiesIcon.gif **4.2) Equity and Excellence (EL and LEP students) (G2.1)**  **Description:**  Direct resources and supports to the specific needs of learners. | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person(s) Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  4.2.1 | Title:  Description: |  |  |  |  |
| Action Step  4.2.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | https://eplan.tn.gov/Images/StrategiesIcon.gif **4.3) Equity and Excellence (Economically Disadvantaged) (G2.1)**  **Description:**  Direct resources and supports to the specific needs of learners. | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person(s) Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  4.3.1 | Title: Interventions  Description: Teachers will use grading for learning strategies, scaffolding, and RTII to meet the needs of students | Decrease achievement gap between economically disadvantaged and non-economically disadvantaged by the targeted percent in each academic subject | Academy administrator | May 2015 | PD in Grading for Learning (new teachers to the school), Literacy and Numeracy instructional coaches; Pyramid of Intervention/RTII |
| Action Step  4.3.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | **4.4) Equity and Excellence (A2.2)**  **Description:**  Expand all students' access to relevant learning content, resources and opportunities, in and out of school time. | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person(s) Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  4.4.1 | Title:  Description: |  |  |  |  |
| Action Step  4.4.2 | Title:  Description: |  |  |  |  |

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| Goal 5 - School-wide Action Plan Worksheet | |
| ***Plan Items*** | |
| Title: https://eplan.tn.gov/Images/GoalIcon.gif 5) Diverse and supportive school cultures to empower students, families, communities*(Grow/Achieve/Empower)* | |
| **Description:**  **MNPS Strategic Plan Goals** (While MNPS plans to make data measuring progress toward strategic plan goals public, these goals are not to be used in setting AMOs.)   1. By 2018, 100% of students describe their school learning experiences positively. 2. By 2018, the percentage of students & families, who rate their school's program fit "quite well" or higher will significantly increase from 2014-15. 3. By 2018, the percentage of students rating their sense of belonging and connection to their school will increase annually. | |
| **Performance Measures (District):** | **State Accountability Gap Closure Targets:**   1. Attendance of parents at school events 2. Parent Conference attendance 3. Percent of faculty/staff rating community support and involvement as positive by TELL Survey 4. Number of active business partners 5. Average Daily Attendance rate 6. Dropout Rate and suspensions 7. Parent Survey |
| **School-level Annual Goal and/or Performance Targets:** | The number of student discipline referrals will decrease by 5% |

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| **Strategy (Objective)** | https://eplan.tn.gov/Images/StrategiesIcon.gif **5.1) Quality Teaching (G1.1)**  **Description:**  Transform teaching and learning using personalized approaches that meet the unique strengths, needs and interests of every learner | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person(s) Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  5.1.1 | Title: Grading for Learning  Description: Teachers will engage in strategic instructional practices, employ grading for learning, and pyramid of interventions to maximize student engagement | Reduce the number of referrals for student misconduct as reported in data warehouse by a minimum of 5% | Marrkus Marshall | May 2015 | Training in Grading for Learning (new staff); use of each team’s established pyramid of intervention; collaboration with social service personnel as needed |
| Action Step  5.1.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | https://eplan.tn.gov/Images/StrategiesIcon.gif **5.2) Equity and Excellence (E2.3)**  **Description:**  Maximize and leverage parent and community partnerships to ensure shared accountability for student outcomes. | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person(s) Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  5.2.1 | Title: Academy Partners  Description: Community Partners will work with the designated career academy to maximize student access to the knowledge base they offer as well as service learning and internship opportunities | Each academy establishing and maintaining an advisory board consisting of students, parents, teachers, and community partners | LaSheryl Jones-Hall, Academy Coach | September 2014 for initial organization; ongoing | Collaboration with the Pencil Foundation |
| Action Step  5.2.2 | Title: PTSO  Description: The school will support the parent-teacher-student organization formed in the fall of 2013 | Continued growth of the organization as evidenced by increased membership | James K. Bailey, principal | October 2014 for organization | Collaboration with the Parent Leader |

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| **Strategy (Objective)** | https://eplan.tn.gov/Images/StrategiesIcon.gif **5.3) Transformational Leadership (A3.2)**  **Description:**  Create a culture of continuous improvement focused on high expectations for every learner. | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person(s) Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  5.3.1 | Title: Adopted Strategies  Description: School staff will implement the strategies of the Continuous Improvement Model and the Response to Instruction and Intervention | Improve student engagement as evidenced by increased academic achievement on formative and summative assessments | Academy Principals | August 2014 for PD training/Refresher | Follow up training-School Coaches; academy administrators |
| Action Step  5.3.2 | Title:  Description: |  |  |  |  |

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| **Strategy (Objective)** | https://eplan.tn.gov/Images/StrategiesIcon.gif **5.4) Transformational Leadership (E3.3)**  **Description:**  Expand opportunities for students, parents and teachers to use their talents, skills and experiences to accelerate school improvement. | | | | |
| **Action Steps** | | **Benchmark Indicator** | **Person(s) Responsible** | **Estimated Completion Date** | **Required Resources** |
| Action Step  5.4.1 | Title: School Engagement  Description: The school will research and share opportunities for students, parents, and teachers to showcase their talents or share their experiences that move the school positively forward | Increased percentage of students, parents, and teachers involved in school functions | Academy Coach | September for initial work; May 2015 for ending of student showcasing work | Computer access; collaboration with academy partners and community stakeholders; curricular and extra-curricular offerings |
| Action Step  5.4.2 | Title:  Description: |  |  |  |  |

# Section 3: Monitoring School Improvement

| SIP Revision Timeline *A continuous analysis of formative data and SIP process by School Improvement Team (conducted each quarter).* |
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| **Date:**  **Attendees:** |

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| **Action Step:** | **Brief status of action step:**  *(Include performance benchmark and/or formative assessment data.)* | **On target: (Y/N)** | **Complete: (Y/N)** |
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| SIP | At-A-Glance Components of School-wide Programs |
|  | Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB), provides supplemental funding to state and local education agencies. This funding is for resources to help schools with high concentrations of students from low-income families provide a high-quality education that will enable all children to meet the state's student performance standards. Title I, Part A provides support to schools in implementing either a school-wide program or a targeted assistance program and requires that these programs use effective methods and instructional strategies that are grounded in scientifically based research. Each school-wide program shall: |
|  | 1. Conduct a comprehensive needs assessment of the entire school. |
|  | 1. Employ school wide reform strategies that:  * provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement. * use effective methods and instructional strategies that are based on scientifically based research that:   + strengthens the core academic program,   + increases the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and helps provide an enriched and accelerated curriculum, and includes strategies for meeting the educational needs of historically underserved populations. (Extended Learning Plan)   + includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting the academic standards who are members of target populations of any program that is included in the school wide program which may include:     - counseling, pupil services, and mentoring services,     - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies, and     - the integration of vocational and technical education programs. * address how the school will determine if such needs of the children have been met. * are consistent with, and are designed to implement, State and local improvement plans, if any. |
|  | 1. Provide instruction by highly qualified teachers. |
|  | 1. Provide high quality and on-going professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet academic standards |
|  | 1. Employ strategies to attract high-quality, highly qualified teachers to high-need schools. |
|  | 1. Employ strategies to increase parental involvement, such as family literary services. |
|  | 1. Develop plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. |
|  | 1. Implement measures to include teachers in the decisions regarding the use of academic assessment in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. |
|  | 1. Implement activities to ensure that students who experience difficulty mastering the proficient (meets) or advanced (exceeds) levels of academic achievement standards are provided with effective, timely additional assistance which include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. |
|  | 1. Coordinate and integrate Federal, State, and local services and programs, including programs supported under the NCLB Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. |