Shelby County (792) Public District - FY 2016 - White Station High School (792-2780) Public School - School Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
12/9/2015 7:03:45 PM	Marjorie Douglas	Status changed to 'LEA School Plan Reviewer Approved'.	S
12/8/2015 12:02:39 PM	Theresa Utley	Status changed to 'School Plan Reviewer Approved'.	S
12/8/2015 12:01:56 PM	Theresa Utley	Status changed to 'Draft Completed'.	S
11/20/2015 8:28:15 AM	Theresa Utley	Status changed to 'School Plan Reviewer Returned Not Approved'.	S
11/16/2015 4:57:17 PM	Theresa Utley	Status changed to 'Draft Completed'.	S
8/27/2015 3:27:29 PM	Terry Smith	Status changed to 'Draft Started'.	S
1/26/2015 6:31:48 PM	ePlan Administrator	Status changed to 'Not Started'.	S

School Planning Team

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* Please identify all planning team members, including title. The plan shall be developed in consultation teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and with parents of children.

David C. Mansfield, Principal
Carrye Holland, Vice Principal
Tammie Hayes, Instructional Faciliator
Terry NeSmith, PLC Coach
Syreeta Dotson, SMS Secretary
Dena Miller, Financial Secretary
Justin Dean, Building Engineer
Pam Hudsmith, Parent
Gyra Mangle, Parent
RIchard Myers, Parent
Evelyn Keating, community
James Venable, community
Theresa Fairchild, teacher
Jerrica Morrow, teacher
Susan Satar, teacher
Tyrone Smith, teacher
Crystal Travis, teacher
Daphne Warren, teacher
Theresa Utley, Federal Programs Manager

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* Summarize your accomplishments and what is working for students. To what do you attribute these accomplishments?

1. We are level 5 TVASS in our literacy and numeracy composite scores. Common planning and common assessments resulted in better teacher preparation and higher individual teacher TVASS scores.
2. We have purchased additional literacy materials for our ELA teachers that are impacting engagement in class; we wish to continue to support these students and teachers.
3. Computer access continues to allow us to successfully implement programs that are supportive of TNReady standards and prepare students for impending tests as well as supporting computer literacy.
4. Training teachers to use Facing History and Ourselves through out the curriculum to promote diversity and acceptance of all students in the school.
5. Some of our PLC's are highly effective with testing results to prove their work - chemistry, Algebra II and English III are the top examples.
6. We have a Leadership Counsel comprised of teachers from all the content areas who advise the administrative team of needs within the faculty.
7. Our PIE organization is strong; parents are a major component of our school.
8. We continue to use PD as a flexible, evolving process based on the needs of teachers and students. We use data from Evaluations to address the needs of teachers. We utilize PD to train teachers for accessing MAP reports and other data. Our PD's are also driven by district implementation of our comprehensive literacy plan.
9. Calculator access for all students. We have purchased TI NSpire CX calculators for students' use outside of the classroom by contracting with parents to provide student access.
10. Updated technology for classrooms - TI NSpire navigators for mathematics department

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Accountability Achievement Targets - Data Tables

Subject & Grade Level	2014 Percent Proficient & Advanced	2015 AMO Target	2015 Percent Proficient & Advanced	2014 to 2015 Change	Met/Miss After Safe Harbor
3rd through 8th RLA					
3rd through 8th Math					
3rd RLA					
3rd Math					
7th RLA					
7th Math					
9th through 12th Algebra I	69.6	71.5	57.2	-12.4	Miss
9th through 12th English II	77.3	78.7	76.7	-0.6	Met
9th through 12th Graduation Rate		79.4	90		Met
9th through 12th English III	52.9	55.8	55.7	2.8	Met
9th through 12th Algebra II	62.1	64.5	73.9	11.8	Met

* Accountability Achievement Targets – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible.

We meet all AMO's with the exception of 9-12 grade algebra I.
Progress: 1. Teachers used common planning and PLC time to: analyze student data, share instructional strategies and best practices, plan lessons and develop common assessments. 2. English II Plus classes offered smaller class sizes and inclusion support. 3. Algebra 2 teachers used the MathXL online program to: target students' content strengths and weaknesses, provide adaptive study plans for students, provide unlimited opportunity for practice and mastery of content, and monitor students' progress. 4. Extended Contract tutoring focused on EOC subject areas with an emphasis on CCSS/TN content standards mastery. 5. Leadership Team members lead/conducted productive weekly PLC work sessions/meetings. 6. Teacher room locations were grouped by content areas. 7. Extended Learning program provided Saturday tutoring opportunities for students taking EOC subjects. 8. Teachers and students used computers and TI NSpire CX calculators as a tool for exploring, learning, and checking Algebra II content/concepts. 9. English III was restructured with the Master teacher taking the lead of PLCs. **Challenges:** 1. Algebra I classes did not include additional lab time, which in the previous year, offered extended time for teaching and learning. 2. PLCs continue to struggle with inconsistent attendance and the unwillingness to participate in discussions and activities that promote success for students and teachers school-wide. 3. We requisitioned projectors and smart boards, and we have not received the technology; however, our technology needs continue

to expand with more classrooms needing up dates. 4. While we have a strong parent organization, we are in need of a family and engagement specialist to work with our special populations parents to increase their involvement. 5. We struggle with tracking the graduation cohort and have a new records secretary who is unfamiliar with the process; we need additional support in this area.

Accountability Gap Targets - Data Tables

Gap Type	Subject & Grade Level	2014 Gap	2015 AMO Target	2015 Gap	Met/Miss After Safe Harbor
Black/Hispanic/NativeAmerican vs. All Students	3-8 Math	-8.3			
Black/Hispanic/NativeAmerican vs. All Students	3-8 Reading				
Economically Disadvantaged vs. Non-ED	3-8 Math				
Economically Disadvantaged vs. Non-ED	3-8 Reading				
Limited English Proficient vs. Non-LEP	3-8 Math				
Limited English Proficient vs. Non-LEP	3-8 Reading				
Students with Disabilities vs. Non-SWD	3-8 Math				
Students with Disabilities vs. Non-SWD	3-8 Reading				
Black/Hispanic/NativeAmerican vs. All Students	Algebra I/Algebra II	13.4	12.6	9.3	Met
Black/Hispanic/NativeAmerican vs. All Students	English II/English III	12.9	12.1	12.2	Miss
Economically Disadvantaged vs. Non-ED	Algebra I/Algebra II	27.8	26.1	19.7	Met
Economically Disadvantaged vs. Non-ED	English II/English III	27	25.3	26.1	Miss
Limited English Proficient vs. Non-LEP	Algebra I/Algebra II	23.1		36.7	
Limited English Proficient vs. Non-LEP	English II/English III	53.2		58.5	
Students with Disabilities vs. Non-SWD	Algebra I/Algebra II	53.4	50.1	24.3	Met
Students with Disabilities vs. Non-SWD	English II/English III	49.6	46.5	50.5	Miss

* Accountability Gap Targets – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible.

We made progress on closing the gaps for BHN & ED in English II & III but did not meet our AMO.

Students with disabilities gap grew in English II & III.
Progress: 1. Teachers used common planning and PLC time to: analyze student data, share instructional strategies and best practices, plan lessons and develop common assessments. 2. Algebra 2 teachers used the MathXL online program to: target students' content strengths and weaknesses, provide adaptive study plans for students, provide unlimited opportunity for practice and mastery of content, and monitor students' progress. 3. Algebra I/II teachers and students used computers and TI NSpire CX calculators as a tool for exploring, learning, and checking concepts/content. 4. Extended Contract tutoring focused on EOC subject areas with an emphasis on CCSS/TN content standards mastery. 5. Leadership Team members lead/conducted productive weekly PLC work sessions/meetings. 6. Teacher room locations were grouped by content areas. 7. Extended Learning program provided Saturday tutoring opportunities for students taking EOC subjects. **Challenges:** 1. PLCs continue to struggle with inconsistent attendance and the unwillingness to participate in discussions and activities that promote success for students and teachers school-wide. 2. English II & III student motivation continues to be a significant problem. English II & III teachers will discuss incorporating contemporary works that align with the more traditional literary works in order to help students who fall within our subgroups experience growth and achievement. Teachers will participate in Facing History and Ourselves training/workshops to learn how to build relationships and engage diverse (racial/cultural, economically disadvantaged, students w/disabilities, ELL, etc.) learners in academically enriched teaching and learning. 3. All teachers need information on students' reading levels. Teachers will use students' lexile range and RIT score results from the NWEA MAP reports to help guide/differentiate instruction and intervention for students taking English I, II or III.

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Elementary/Middle School Subjects

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

* 3-8 Reading/Language Arts – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

N/A

3-8 Mathematics - Data Tables

3-8 Mathematics – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					

Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

* 3-8 Mathematics – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

N/A

3-8 Science - Data Tables

3-8 Science – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

3-8 Science – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

N/A

3-8 Social Studies - Data Tables

3-8 Social Studies – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

3-8 Social Studies – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

N/A

Other K-8 Data – (K-2 Assessments, benchmark data, etc.) – Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

N/A

High School Subjects

English I - Data Tables

English I – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
All Students	(%)		81.3	77.7

Economically Disadvantaged	**(%)**			**64.5**
Students with Disabilities	**(%)**			**24.3**
English Learners	**(%)**			*****
Asian	**(%)**			**96.2**
Black or African American	**(%)**			**70.6**
Hispanic or Latino	**(%)**			**66.7**
Native American / Alaskan Native	**(%)**			*****
Native Hawaiian / Pacific Islander	**(%)**			*****
White	**(%)**			**88.2**
Black/African American, Hispanic, Native American	**(%)**			**69.8**
Migrant	**(%)**			
Female	**(%)**			
Male	**(%)**			

* English I – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

We decreased in our proficiency in English I.
The obvious and most startling data comes from the SWD. From January though April of 2015, all but one of our SPED teachers resigned or transferred, and the remaining one was suspended at points during the spring semester. Thus, we had serious issues with providing all the services necessary for success with our SWD population. Additionally, we had changes in our teachers. Of the 3 English I teachers, 1 was a first year teacher, 1 was new to the grade level, and the final 1 was a veteran teacher. We weren't a strong and bonded team so the PLC work suffered. We were not able to discuss and share common curricular ideas. We we focused on building the team. Outside of the personnel situations, we were introducing this team to Facing History and Ourselves as a way to close the achievement among our divers population of learners. This year, we have a new team of teachers including SPED and the addition of a literacy coach from the district who is working with the English I team to improve our data for the coming year. PLCs continue to struggle with inconsistent attendance and the unwillingness to participate in discussions and activities that promote success for students and teachers school-wide. We requisitioned projectors and smart boards, and we have not received the technology; however, our technology needs continue to expand with more classrooms needing up dates. While we have a strong parent organization, we are in need of a family and engagement specialist to work with our special populations parents to increase their involvement.

English II - Data Tables

English II – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	**(%)**		**77.3**		**76.7**	
Economically Disadvantaged	**(%)**				**64.4**	
Students with Disabilities	**(%)**				**25**	
English Learners	**(%)**				**7.7**	

	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
Asian	(%)				95.4	
Black or African American	(%)				64.3	
Hispanic or Latino	(%)				67.9	
Native American / Alaskan Native	(%)				*	
Native Hawaiian / Pacific Islander	(%)				*	
White	(%)				90.7	
Black/African American, Hispanic, Native American	(%)				65.1	
Migrant	(%)					
Female	(%)					
Male	(%)					

* English II – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

We failed to improve our overall score in English II; however, it is an insignificant increase.
The obvious and most startling data comes from the SWD. From January though April of 2015, all but one of our SPED teachers resigned or transferred, and the remaining one was suspended at points during the spring semester. Thus, we had serious issues with providing all the services necessary for success with our SWD population. For English Language Learners, we only had a part-time ESL teacher who was on maternity leave from October to March. This year we have added a full time ESL teacher to address our growing numbers of ELL students. We obviously need to do more to focus on curriculum engagement with our non-white students. We will continue to support the infusion of Facing and Ourselves into classrooms as it adds dimension and inclusion of topics that are engaging to students. We must be mindful of planning lessons that hook and engage all of our students. PLCs continue to struggle with inconsistent attendance and the unwillingness to participate in discussions and activities that promote success for students and teachers school-wide. We requisitioned projectors and smart boards, and we have not received the technology; however, our technology needs continue to expand with more classrooms needing up dates. While we have a strong parent organization, we are in need of a family and engagement specialist to work with our special populations parents to increase their involvement.

English III - Data Tables

English III – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)		52.9		55.7	
Economically Disadvantaged	(%)				41.1	
Students with Disabilities	(%)				12.9	
English Learners	(%)				*	
Asian	(%)				60.7	
Black or African American	(%)				42.4	
Hispanic or Latino	(%)				42.3	

	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
Native American / Alaskan Native	(%)				*	
Native Hawaiian / Pacific Islander	(%)					
White	(%)				80.3	
Black/African American, Hispanic, Native American	(%)				42.8	
Migrant	(%)					
Female	(%)					
Male	(%)					

* English III – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

We are especially proud of our 2.8% increase in our English III.
The obvious and most startling data comes from the SWD. From January though April of 2015, all but one of our SPED teachers resigned or transferred, and the remaining one was suspended at points during the spring semester. Thus, we had serious issues with providing all the services necessary for success with our SWD population. We obviously need to do more to focus on curriculum engagement with our non-white students. We will continue to support the infusion of Facing and Ourselves into classrooms as it adds dimension and inclusion of topics that are engaging to students.It is extremely obvious We must be mindful of planning lessons that hook and engage all of our students. PLCs continue to struggle with inconsistent attendance and the unwillingness to participate in discussions and activities that promote success for students and teachers school-wide. We requisitioned projectors and smart boards, and we have not received the technology; however, our technology needs continue to expand with more classrooms needing up dates. While we have a strong parent organization, we are in need of a family and engagement specialist to work with our special populations parents to increase their involvement.

Algebra I - Data Tables

Algebra I – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)		69.2		57.2	
Economically Disadvantaged	(%)				48.4	
Students with Disabilities	(%)				35.1	
English Learners	(%)				15.4	
Asian	(%)				88.2	
Black or African American	(%)				51	
Hispanic or Latino	(%)				38.2	
Native American / Alaskan Native	(%)				*	
Native Hawaiian / Pacific Islander	(%)					

	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
White	(%)				76.4	
Black/African American, Hispanic, Native American	(%)				48.9	
Migrant	(%)					
Female	(%)					
Male	(%)					

* Algebra I – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

We took a dive with a 12% decrease in our Algebra I scores.
Algebra I classes did not include additional lab time, which in the previous year, offered extended time for teaching and learning.   The 2014-2015 school year was also the first time for two of our teachers to teach Algebra 1. Additionally, our three-person SPED support experienced major instability, with resignations from two SPED teachers and loss of support due to district suspension of the remaining SPED teacher.   PLCs continue to struggle with inconsistent attendance and the unwillingness to participate in discussions and activities that promote success for students and teachers school-wide. We requisitioned projectors and smart boards, and we have not received the technology; however, our technology needs continue to expand with more classrooms needing up dates. While we have a strong parent organization, we are in need of a family and engagement specialist to work with our special populations parents to increase their involvement.

Algebra II - Data Tables

Algebra II – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)		62.1		73.9	
Economically Disadvantaged	(%)				66	
Students with Disabilities	(%)				50	
English Learners	(%)				*	
Asian	(%)				93.9	
Black or African American	(%)				63	
Hispanic or Latino	(%)				67.8	
Native American / Alaskan Native	(%)				*	
Native Hawaiian / Pacific Islander	(%)					
White	(%)				85	
Black/African American, Hispanic, Native American	(%)				63.5	
Migrant	(%)					
Female	(%)					

Male	(%)					

* Algebra II – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Algebra II continued to increase. We are proud of our Algebra II teachers who utilized their common planning time to track data and create common assessment.

While our overall achievement data indicates significant percentage increase, due to major instability in our SPED department we experienced significant gaps within most of our diverse student subgroups. During the 2014-2015 school year, two SPED teachers resigned (one in January and the other in April), with additional instability due to the district suspension of the remaining SPED teacher. PLCs continue to struggle with inconsistent attendance and the unwillingness to participate in discussions and activities that promote success for students and teachers school-wide. We requisitioned projectors and smart boards, and we have not received the technology; however, our technology needs continue to expand with more classrooms needing up dates. While we have a strong parent organization, we are in need of a family and engagement specialist to work with our special populations parents to increase their involvement.

Biology I - Data Tables

Biology I – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
All Students	(%)		69.5	74.8
Economically Disadvantaged	(%)			59.5
Students with Disabilities	(%)			38.5
English Learners	(%)			*
Asian	(%)			94.5
Black or African American	(%)			64.8
Hispanic or Latino	(%)			53.2
Native American / Alaskan Native	(%)			*
Native Hawaiian / Pacific Islander	(%)			*
White	(%)			89.8
Black/African American, Hispanic, Native American	(%)			63.3
Migrant	(%)			
Female	(%)			
Male	(%)			

Biology I – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Although we made great gains in biology, the students came with such knowledge that we did not make TVASS growth giving us a 3 for the year.

While achievement numbers are good for biology, we are suffering for growth (TVASS). Biology did make gains in achievement this year, but our subgroups still lag. We are reorganizing the team and selecting new leadership for the PLC. PLCs continue to struggle with inconsistent attendance and the unwillingness to participate in discussions and activities that promote success for students and teachers school-wide. We requisitioned

projectors and smart boards, and we have not received the technology; however, our technology needs continue to expand with more classrooms needing up dates. Additionally, the biology department needs enhanced technology and software to implement virtual labs to expand students' learning experience. While we have a strong parent organization, we are in need of a family and engagement specialist to work with our special populations parents to increase their involvement.

US History - Data Tables

US History – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
All Students	(%)		95.8	
Economically Disadvantaged	(%)			
Students with Disabilities	(%)			
English Learners	(%)			
Asian	(%)			
Black or African American	(%)			
Hispanic or Latino	(%)			
Native American / Alaskan Native	(%)			
Native Hawaiian / Pacific Islander	(%)			
White	(%)			
Black/African American, Hispanic, Native American	(%)			
Migrant	(%)			
Female	(%)			
Male	(%)			

US History – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

We have a strong, experienced social studies department who have enjoyed great success on the US history exam. Within the department we have exceptional AP history teacher whom we are asking to share their AP strategies with all members of the department. DBQ or document-based questions are the same as text-dependent questions. These are the basis for the tests. With our success in AP histories, we will work to parlay that into success on this new EOC.

Other HS Data – Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

See next page.

Progress/Growth Data

* TVAAS – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. This analysis may include a reflection of TVAAS scores across different subjects and grades, and/or for particular groups of students using diagnostic reports.

Our TVAAS scores composite scores remain high for the second year in a row. We have concerns with three of

our gaps.

Our goal is to close the gap with our BHN group and SWD. In both achievement and growth, our subgroups are the area in need of the greatest focus. Our numbers indicate that not only are we teaching to the middle, but we are also teaching to the white students especially in English. This same trend is not occurring in mathematics where all AMO's were met. Our TVAAS data for biology is level 1. To address this area, we have reconstructed our biology department. Algebra I continues to be a hot spot for us. We are now back to Algebra labs allowing 90 minutes of math for students who need it the most. TVAAS in Algebra suffered greatly last year. Last year we had 2 new Algebra I teachers who were finding their way. We need to use purposeful work expectations and communicate them to students. We must acknowledge that the work is hard, but we as teachers are working right beside you.

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ACT - Data Tables

ACT Scores	Report as	2012-13	2013-14	2014-15
Composite	**(Score)**	**22.7**	**22**	
English	**(Score)**	**23.3**	**22.5**	
Math	**(Score)**	**21.9**	**21.4**	
Reading	**(Score)**	**23.1**	**22.3**	
Science	**(Score)**	**21.8**	**21.2**	

* Explore/Plan/ACT – Analyze your data and provide a summary of progress and challenges, identifying underlying reasons for each.

We are consistent with our ACT/PLAN scores. We consistently score above the state average and trend near to above the national level for ALL students. However, our subgroups show a different trend. Our optional students score in the upper 20's to lower 30's (optional composite: 27.3) while our standard students tend to score below or at the state and national average but the majority of our students score above the district average . We provide workshops during the summer to prepare students for both the ACT and the SAT. We purchase preparation materials for ACT/SAT with our title funds, optional funds, and our library funds. In the past, our students have had access to on-line practice. While we are confident in our progress, we see a challenge in our ability to close the gap between our optional and traditional students on this nationally-normed test. This is where we look to our curriculum and teacher engagement strategies to reinforce higher level thinking and rigorous content that will compel students to be more analytical. Classroom engagement is the key to learning. We are working to build English I and II standard classrooms into learning environments infused with the ideology of Facing History and Ourselves where students are discussing relevant topics and making connections to classic works of literature and history.

Graduation Rate - Data Tables

Graduation Rate	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	**(%)**		**90**		**85.8**	**-4.2**
Economically Disadvantaged	**(%)**		**85.7**		**84.5**	**-1.2**
Students with Disabilities	**(%)**		**63**		**49**	**-14**
English Learners	**(%)**				**68.2**	
Asian	**(%)**		**98.2**		**84.3**	**-13.9**
Black or African American	**(%)**		**87.9**		**86.8**	**-1.1**
Hispanic or Latino	**(%)**		**83.3**		**79.5**	**-3.8**
Native American / Alaskan Native	**(%)**				**100**	
Native Hawaiian / Pacific Islander	**(%)**					
White	**(%)**		**91.6**		**85.8**	**-5.8**

Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)		95		90.5	-4.5
Male	(%)		84.5		80.5	-4

* Graduation Rate – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Our graduation decreased by 4.2%.
We struggle with the tracking of the co-hort group in our highly mobile school district and butt-heads with our district over "proper proof" of student's in the cohort group. But we continue to see a rise in our graduation rate over the past four years Our greatest challenge continues to be support of our students with disabilities. Although we stay abreast of IEP's and comply with all accommodations for testing, we still are struggling to identify the reasons for our lack of SWD's graduation rate. We maintain that classroom engagement is the key to holding students from beginning to end in the educational process. If we provide rigorous and engaging classrooms, students will want to attend school and therefore complete school. As we continue to partner with Facing History and Ourselves and work in their "innovative school" model, we hope to continue to provide a curriculum grounded in the ideals of social justice and social change. We utilize our counselors, parents, and community resources to provide college fairs and opportunities for students to meet with recruiters from colleges and technical schools on campus. Making our students aware of their post-secondary options allows them to make informed decisions when it comes to completing their high school programs. We are working with Latino Memphis to build support for our growing Hispanic population. We continue to maintain that an afterschool program would be most beneficial to the further development our school culture as it would allow us to act more as a community school that meets the needs of the students who attend the school. We could use a family engagement specialist to support our gap populations.

Other College/Career Readiness Data – (AP, dual enrollment, dual credit, etc.). Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

We offer 30 AP course offerings plus the AP Capstone - a two year program requiring a seminar and a research class in addition to 4 other classes to receive a Capstone Diploma. In our AP courses, we tested 508 students with grades provided for 1,114 tests with 77.7% earning a score of 3 or higher. Many of our AP courses are offered more than one period per day. SAT scores in critical reading are 638; math are 637; and writing at 639. We do currently have dual-enrollment biology with 25 students enrolled. This year we have 15 national merit semifinalists, 18 national commended scholars, & 5 national achievement semifinalists. 2015 scholarship awards amounted to $44,731,261.00.

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Student Enrollment - Data Tables

Student Enrollment	2012-13		2013-14		2014-15	
Represents student enrollment on October 1	#	%	#	%	#	%
ALL Students			2309		2330	
Economically Disadvantaged			957	41.4	1282	55
Students with Disabilities			173	7.5	190	8.2
English Learners			49	2.1	50	2.1
Asian			230	10	221	9.5
Black or African American			1142	49.5	1159	49.7
Hispanic or Latino			145	6.3	175	7.5
Native American / Alaskan Native			10		11	0.5
Native Hawaiian / Pacific Islander					3	0.1
White			781	33.8	759	32.6

Student Attendance - Data Tables

Student Attendance	Report as	2012-13	2013-14	2014-15
ALL Students (K-8)	(%)			95.1
Economically Disadvantaged (K-8)	(%)			95.1
Students with Disabilities (K-8)	(%)			96
English Learners (K-8)	(%)			
Asian (K-8)	(%)			
Black or African American (K-8)	(%)			94.3
Hispanic or Latino (K-8)	(%)			
Native American / Alaskan Native (K-8)	(%)			
Native Hawaiian / Pacific Islander (K-8)	(%)			96
White (K-8)	(%)			
ALL Students (HS)	(%)		95.1	95.2
Economically Disadvantaged (HS)	(%)		94.3	94.5
Students with Disabilities (HS)	(%)		95	95.4
English Learners (HS)	(%)		95.4	95
Asian (HS)	(%)		97.4	97.7

Black or African American (HS)	(%)		94.3	94.5
Hispanic or Latino (HS)	(%)		95.7	95.3
Native American / Alaskan Native (HS)	(%)		97.5	96.1
Native Hawaiian / Pacific Islander (HS)	(%)		97.8	97.7
White (HS)	(%)		95.3	95.4

Student Discipline - SUSPENSIONS - Data Tables

Student Discipline - SUSPENSIONS	2012-13		2013-14		2014-15	
Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.	#	%	#	%	#	%
ALL Students (students suspended; not incidents)			404	15.1	338	12.7
Economically Disadvantaged			228	25.1	238	22.5
Students with Disabilities			80	22.3	60	15.5
English Learners				17.6		23.3
Asian				3.3		0.8
Black or African American			323	23.7	269	19.6
Hispanic or Latino			19	12.1	21	11.1
Native American / Alaskan Native				0		0
Native Hawaiian / Pacific Islander						
White			54	6	46	5.4

Student Discipline - EXPULSIONS - Data Tables

Student Discipline - EXPULSIONS	2012-13		2013-14		2014-15	
Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.	#	%	#	%	#	%
ALL Students (students expelled; not incidents)			13	0.5	24	0.9
Economically Disadvantaged				0.3	11	1
Students with Disabilities				1.1		1.6
English Learners				0		0
Asian				0.4		0
Black or African American				0.4	17	1.2
Hispanic or Latino				0.6		0
Native American / Alaskan Native				0		0
Native Hawaiian / Pacific Islander						

				0.6	0.8
White					

School Climate and Culture – Consider a variety of data sources related to school climate and culture and summarize. Cite specific examples where possible, considering differences in subgroups where relevant. Data evaluated could include safety, discipline, survey responses (parent, teacher, and/or student), attendance, etc.

We are proud of our attendance being in the high 90's for each group. However, we believe that we can maintain and increase our attendance by focusing on instruction. We believe that student attendance and discipline are directly connected to the quality of instruction occurring in the classroom. If students are engaged in the learning process, they will attend and complete their high school years. We have focused on using a social justice program to enhance and enrich our teachers' instructional toolbox. We are partnered with Facing History and Ourselves to make curriculum adjustments that allow for students to reach higher levels of thinking while engaged in rigorous, text-based work. We invest our title 1 resources to add engaging literary works to our classrooms and to provide FHAO training to our teachers. We see the results of FHAO when we analyze the data on student enrollment - students want to attend schools that teach the curriculum; the data on student attendance - students attend classes infused with the curriculum; and suspension are decreasing. Additionally, we use extended learning funds to provide after school tutoring to struggling students. We are focused on erasing the discrepancies among the subgroups. We have a goal to begin an after school program that will support struggling students. We believe this service would help us catch potential drop-outs by providing them a place to remain after school and still be engaged in learning through various activities.

We are also indebted to our PIE group for supplying us with Super Spartan T-shirts that are given to students who go above and beyond the call of just doing the right thing. We are proud to have the support of our stakeholders for our endeavors. We believe we could improve in all areas with the addition of a family engagement specialist.

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STAFF Characteristics - Data Tables - (Please enter data in the fields provided.)

STAFF Characteristics	2012-13		2013-14		2014-15	
	#	%	#	%	#	%
Principal – Years in position					8	
Teaching Staff (Certified) – Number of Teachers					125	
1 to 3 years					18	14.39
4 to 10 years					27	21.6
11 to 20 years					48	38.4
21 + years					31	24.8
Teacher attendance rate						95.4
Level 1 Teachers					0	0
Level 2 Teachers					4	3.2
Level 3 Teachers					12	9.6
Level 4 Teachers					24	19.2
Level 5 Teachers					76	60.8

School Data - Data Tables - (Please enter data in the fields provided.)

School	Report as	2012-13	2013-14	2014-15
Length of school year – Instructional days	(#)			180
Length of school day – Instructional minutes	(#)			390

Consider your progress in the following areas:

- RTI2

- Professional Development

- Teacher Recruitment, Retention, and Evaluation

- Technology Access and Use

Reflect on what has gone well and where there is room for improvement.

RTI2 - We began Universal screening using NWEA MAP assessments. Next year we will implement daily intervention schedule. Our plus classes used for additional instructional time continue to demonstrate improvement for our lowest level students. We need to consider expanding the plus class concept to Algebra II and English III. We would like to use Achieve3000 for literacy and possibly Math XL for interventions in core content areas.

Professional Development - Our PD continues to be tied to district and school goals around growth and

achievement, but even more specifically in the area of literacy. We continue to work closely with our staff through our leadership team to design the most effective and timely PD as requested by our staff. More teachers are taking the lead in designing and presenting PD for each other. This is a long awaited shift. Teachers are presenting on topics from TNReady and its preparation to effect ways to float if you don't have you own classroom. We would like to explore options from the University of TN concerning their community schools. These are schools with ties to higher education, but are expanded programs that offer students' services outside of the school day (Lester, Kronick, & Benson. A University Joins the Community, Kappan. March 2012.) We will continue our connection to Facing History and Ourselves.

Teacher Recruitment, Retention, and Evaluation - We continue to work closely with our HR department to recruit the best teachers for our school. The support we provide for new teachers keeps our turn-over with our new teachers at a minimum. New to the profession teachers are completing years beyond their first. Our evaluation process continues to be a struggle as teachers and administrators who fear not covering all of the rubric, being too interpretive of the rubric or being to confined by the rubric. However, we are very support of our teachers who are being evaluated and prepare PD in the areas where scores are low.

Technology Access and Use - WE ARE WAITING FOR OUR TECHNOLOGY FUNDS FROM LAST YEAR TO BE DISPERSED!!! Through our Title 1 funds, we requested, secured and submitted bids for all of our main building classrooms to be updated with new technology as it has been 10 years since we have updated. However, now our district is sitting on the request. They have many reasons that we do not understand. We just need the equipment!

Consider your progress in the following areas:

- Parent and Community Involvement

- Communicating Assessment Results with the Community

- Other stakeholder Engagement Efforts

Reflect on what has gone well and where there is room for improvement.

Parent and Community Involvement - Possibly one our strongest areas is parental involvement with a Partners in Education (PIE) parent group (numbering around 600 members) that is active throughout the school year. An athletic boost club supports all sports; however, Football and Baseball also have their own booster organizations. We have booster clubs for our band, choir and theater. PIE works side-by-side with our professional school counselors to host college visits on our campus. Through this collaboration, we are able to expose our students to over 300 post-secondary educational institutions. PIE recognizes the teachers at least once each quarter with a breakfast or lunch, but they always supply snacks on Parent/teacher conference days. We are finding more ways to collaborate with our parents as the new TNReady is rolled out. Our parents are very concerned about testing and the amount of time is taking from our academic pursuits. Our PIE team supplies Super Spartan T-shirts to recognize students' positive behaviors. However, we know that we need a family engagement specialist to reach out to our gap students and their families.

Communicating Assessment Results with the Community - We are exceptionally transparent when it comes to our results as they are prominently reported by the local newspaper, *The Commercial Appeal.* Local television news stations also report the results. We post our scores in the building and our school website. We share a link to the state school report card via our school homepage.

Other stakeholder Engagement Efforts- We are currently in the process of fundraising for building renovations as a result of new rules from SCS. Individuals and corporations can now contribute money to schools for projects and have naming rights. We have several interested parties who wish to assist us with a library expansion and renovations of our science labs. There is also interest in an ARTS addition. We are

currently working to increase our adopters through the Adopt-A-School program through the district.

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* List, in priority order, your top 3-5 areas of need as identified through the needs assessment. These should be the areas that you can most reasonably address in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.

literacy
science - biology
numeracy
graduation

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Plan Items ( )

[G] 2) District-Level: Mathematics - **School-Level: math**

Description:

District-Level: For SY 2015-2016, student academic achievement in mathematics will meet or exceed the expected Academic Targets and Gap Closures in Algebra I and in Algebra II.

School-Level: In the 2015-16 school year, White Station HIgh School will maintain a score of level 5 TVAAS in mathematics.

Performance Measure:

District-Level: 2014 PA 2014 MAAS Adjusted Rate 2015 AMO 2015 PA Rate Improvement over 2014 From the AMO Math 35.3% 33.5% 39.3% 40.4% 5.1% 1.1% Algebra I 50.6% NA 33.4% 37.3% 8.3% 3.9% Race (BHNA) Mathematics 3.3% 5.0% 3.1% 2.9% -0.4% -0.2% ED Mathematics 21.3% 23.2% 20.0% 19.8% -1.5% -0.2% ED Algebra I / Algebra II 16.0% NA 15.0% 10.3% -5.7% -4.7% LEP Mathematics 1.0% 2.6% 0.9% -0.4% -1.4% -1.3% LEP Algebra I / Algebra II 10.3% NA 9.7% 19.8% 9.5% 10.1% SWD Mathematics 6.4% 19.2% 6.0% 25.4% 19.0% 19.4% SWD Algebra I / Algebra II 28.7% NA 26.9% 28.7% 0.0% 1.8%

School-Level: Students will increase proficiency levels from MAP/NWEA test A to test C.

[S] 2.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

School-Level: Address job embedded professional development needs of the instructional staff, as identified in weekly PLC's and by teacher evaluation and State assessment results.

[AS] 2.1.1) Professional Development

Description:

Administrative staff will use the CLIP Observation Look Fors to monitor the fidelity of implementation of Tier 1 mathematics instruction. Administrative staff will provide professional development on the CLIP instructional design, including the gradual release of responsibility model. Administrative staff will continue to collaborate with other central office employees (i.e., Coordinated School Teams) to support the implementation of the CLIP instructional design.

Benchmark Indicator:

Administrative staff will conduct a quarterly review of Look Fors for sharing of celebrations and discussion of concerns in PLC meetings.

Person Responsible:

PLC Coach

Estimated Completion Date:

5/27/2016

Funding	Grant	Notes	Amount

Application			
Consolidated	Title I-A	PLC coach and instructional facilitator salaries	$173,600.00
State Funds	141 - General Purpose	math department chair	$78,000.00
		Total	**$251,600.00**

Component	Item Name
School-wide Plan	Coordination of Programs
	Professional Development
	Needs Assessment
	Instruction by Highly Qualified Staff
	Use of Assessments for Improving Performance

AS 2.1.2) Mathematics Professional Development

Description:

- District Mathematics staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. - District Mathematics staff will provide professional development to support principals, assistant principals, and Professional Learning Coaches (PLCs) in monitoring the delivery of math instruction in school buildings. - Collaborate with instructional leaders to understanding the mathematical shifts found in the TN State Standards

Benchmark Indicator:

formal and informal observations

Person Responsible:

PLC Coach

Estimated Completion Date:

5/26/2016

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose	District math coach	$73,000.00

Component	Item Name
School-wide Plan	Attracting High Quality/Effective Teachers
	Professional Development
	Coordination of Programs

AS 2.1.3) Professional development-mentoring

Description:

provide mentoring, experienced teachers to work with novice and under achieving teachers

Benchmark Indicator:

forma and informal observations

Person Responsible:

PLC Coach, Instructional Facilitatorr

Estimated Completion Date:

5/26/2016

Funding Application	Grant	Notes	Amount
Other	Other	mentoring stipends	$1,000.00

Component	Item Name
School-wide Plan	Professional Development
	Coordination of Programs

AS 2.1.4) Professional Development-PLC's

Description:

- WSHS staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. - WSHS staff will provide professional development to support principals, assistant principals, and Professional Learning Coaches (PLCs) in monitoring the delivery of math instruction in school buildings. - Collaborate with instructional leaders to understanding the mathematical shifts found in the TN State Standards

Benchmark Indicator:

common formative assessment and lesson plan audits

Person Responsible:

PLC Coach, Instructional Facilitatorr

Estimated Completion Date:

5/26/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	PLC Coach and IF salary and benefits	$0.00

Component	Item Name
School-wide Plan	School-wide Reform Strategies
	Attracting High Quality/Effective Teachers

S 2.5) District-Level: Instructional & Educational Materials - **School-Level: Instructional Materials & Resources**

Description:

District-Level: Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

School-Level: Purchase supplemental instructional, educational materials, supplies, and

resources that support the scientifically research based curriculum of the district.

AS 2.5.1) Improving student achievement

Description:

Purchase supplies to support student continued growth and achievement

Benchmark Indicator:

Outcome from state assessments.

Person Responsible:

Instructional Facilitator

Estimated Completion Date:

5/27/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Pearson MathXL	$22,500.00

Component	Item Name
School-wide Plan	School-wide Reform Strategies
	Needs Assessment
	Timely Assistance

AS 2.5.2) Additional resources for struggling students

Description:

Students will be provided with additional resources as a result of RTI using an additional mathematics teacher to lower class sizes.

Benchmark Indicator:

Student performance on state assessment.

Person Responsible:

PLC Coach

Estimated Completion Date:

5/27/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salary for HQ Algebra teacher	$69,000.00
	Title I-A	teacher assistant for Algebra I	$33,000.00
		Total	$102,000.00

Component	Item Name
School-wide Plan	Instruction by Highly Qualified Staff
	Timely Assistance

As 2.5.3) Additional resources for struggling students

Description:

Students will be provided with additional resources as a result of extended learning.

Benchmark Indicator:

Student performance on state assessment.

Person Responsible:

PLC Coach

Estimated Completion Date:

5/27/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Part-time Salaries for Extended Learning	$20,000.00

Component	Item Name
School-wide Plan	Timely Assistance
	Needs Assessment

S 2.6) District-Level: Parent Education Involvement (Reading & Mathematics) - **School-Level: Parent Education Involvement (Mathematics)**

Description:

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading and mathematics.

School-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading and mathematics.

As 2.6.1) Improving student achievement

Description:

Improve student achievement by increasing parental involvement opportunities.

Benchmark Indicator:

Sign-in sheets and attendance records.

Person Responsible:

Guidance Department

Estimated Completion Date:

5/27/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Family Engagement Specialist	$56,000.00
	Title I-A	Parental training, supplies and resources	$5,115.00
		Total	$61,115.00

Component	Item Name
School-wide Plan	Needs Assessment
	Increase Parental Involvement
	School-wide Reform Strategies

G 4) District-Level: English I II III - **School-Level: English I, II, III**

Description:

District-Level: For SY 2015-2016, student academic achievement will meet or exceed the expected Academic Targets in English I, II and III, the district will also reduce gaps in English II and III.

School-Level: In the 2015-2016 school year, White Station High School will maintain or reach a level 5 TVAAS in each English course.

Performance Measure:

District-Level: Subgroup Subject 2014 P/A Rate 2014 MAAS Adjusted Rate 2015 AMO 2015 P/A Rate Improvement over 2014 From the AMO All Test Takers English I 54.7% NA NA 55.4% 0.7% NA All Test Takers English II 47.4% NA 50.7% 48.9% 1.5% -1.8% All Test Takers English III 21.0% NA 25.9% 24.1% 3.1% -1.8%

School-Level: Students will increase proficiency levels from MAP/NWEA test A to test C.

S 4.1) District-Level: State Assessment Alignment - **School-Level: State Assessment Alignment**

Description:

District-Level: Align scientifically based research curriculum, instruction and assessment with the State's challenging academic content standards.

AS 4.1.1) Additional resources for struggling students

Description:

Students will be provided with additional resources as a result of RTI.

Benchmark Indicator:

NWEA/MAP B & C; EOC tests

Person Responsible:

Facilitators

Estimated Completion Date:

5/27/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Achieve3000 nonfiction text for reading growth	$50,000.00
	Title I-A	Instructional supplies and materials, laptop carts	$83,000.00
	Title I-A	Purchase GRAMMERLY to support student writing.	$4,520.00
	Title I-A	Salary for Highly qualified English teacher	$78,000.00
		Total	$215,520.00

Component	Item Name

Component	Item Name
School-wide Plan	Timely Assistance
	Needs Assessment
	School-wide Reform Strategies
	Coordination of Programs
	Instruction by Highly Qualified Staff

AS 4.1.2) Improving student achievement

Description:

extended learning

Benchmark Indicator:

NWEA MAP

Person Responsible:

teachers

Estimated Completion Date:

5/26/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	tutoring supplies, tutors, see math	$0.00

Component	Item Name
School-wide Plan	Timely Assistance
	Instruction by Highly Qualified Staff

S 4.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Prof Develop- Improve Student Performance**

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

AS 4.2.1) Professional Development

Description:

District Literacy staff will use the CLIP Observation Look Fors to monitor the fidelity of implementation of Tier 1 RLA instruction. District Literacy staff will provide professional development on the CLIP instructional design, including the gradual release of responsibility model. District Literacy staff will continue to collaborate with other central office employees (i.e., Coordinated School Teams) to support the implementation of the CLIP instructional design Continue partnership with Facing History and Ourselves to provide PD for our teachers. We use FHAO as a gap closure strategy for our SWD's and BHN's subgroups

Benchmark Indicator:

MAP/NWEA tests A, B, C and EOC scores

Person Responsible:

Facilitators

Estimated Completion Date:

5/27/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	FHAO training and substitutes	$10,000.00
	Title I-A	instructional support materials for FHAO	$25,000.00
		Total	**$35,000.00**

Component	Item Name
School-wide Plan	Instruction by Highly Qualified Staff
	Needs Assessment
	School-wide Reform Strategies

AS 4.2.2) Literacy Professional Development

Description:

- District Mathematics staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. - District Mathematics staff will provide professional development to support principals, assistant principals, and Professional Learning Coaches (PLCs) in monitoring the delivery of math instruction in school buildings. - Collaborate with instructional leaders to understanding the mathematical shifts found in the TN State Standards

Benchmark Indicator:

formal and informal observation

Person Responsible:

PLC Coach, Instructional Facilitatorr

Estimated Completion Date:

5/26/2016

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose	district literacy coach	$73,000.00

Component	Item Name
School-wide Plan	Attracting High Quality/Effective Teachers
	Professional Development

AS 4.2.3) LiteracyProfessional Development

Description:

- WSHS staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. - WSHS staff

will provide professional development to support principals, assistant principals, and Professional Learning Coaches (PLCs) in monitoring the delivery of math instruction in school buildings. - Collaborate with instructional leaders to understanding the mathematical shifts found in the TN State Standards

Benchmark Indicator:

PLC meeting min. and lesson plan audits

Person Responsible:

PLC Coach, Instructional Facilitatorr

Estimated Completion Date:

5/26/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	PLC Coach and IF salary and benefits	$0.00

Component	Item Name
School-wide Plan	Professional Development
	Attracting High Quality/Effective Teachers

G 6) District-Level: Science/Biology - **School-Level: Science/Biology**

Description:

District-Level: For SY 2015-2016 student academic achievement will meet or exceed the anticipated Achievement Target.

School-Level: In the 2015-2016 school year, our White Station High School will move from 74.8 (14-15 scores) to 79% proficient/advanced.

Performance Measure:

District-Level: Biology- 2014- 41.4% -PA 2015- 42.8%-PA

School-Level: MAP/NWEA test A,B,C and EOC test

S 6.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

AS 6.1.1) High-quality, continuous professional development

Description:

Weekly PLC meetings to provide ongoing scientifically based learning strategies.

Benchmark Indicator:

Common assessments designed by teachers and discussed/normed in PLC's

Person Responsible:

administrative team

Estimated Completion Date:

5/27/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	PD supplies	$2,000.00

Component	Item Name
School-wide Plan	Needs Assessment
	Professional Development
	Instruction by Highly Qualified Staff

AS 6.1.2) Differentiated Instruction

Description:

Weekly PLC's and workshops

Benchmark Indicator:

formal and informal observations

Person Responsible:

administrative team

Estimated Completion Date:

5/27/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	PLC coach and IF salary - see math	$0.00

Component	Item Name
School-wide Plan	School-wide Reform Strategies
	Attracting High Quality/Effective Teachers
	Professional Development

S 6.2) District-Level: State Content Standards Alignment - **School-Level: Instructional supplies, materials, and resources to improve student learning.**

Description:

District-Level: Align scientifically-based curriculum and instructional methods with the State's challenging academic content standards.

School-Level: Instructional supplies, materials, and resources to improve student learning.

AS 6.2.1) Improving student achievement

Description:

Instructional supplies, materials, and resources to improve student learning.

Benchmark Indicator:

NWEA/MAP

Person Responsible:

PLC coach and IF

Estimated Completion Date:

3/15/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Laptop carts for virtual labs	$60,000.00
	Title I-A	Prentice Hall Biology virtual lab	$25,000.00
		Total	$85,000.00

Component	Item Name
School-wide Plan	Needs Assessment
	Timely Assistance
	Instruction by Highly Qualified Staff

G 13) District-Level: Graduation - **School-Level: Graduation**

Description:

District-Level: Maintain or improve graduation rate.

School-Level: Improve the 2015-2016 graduation rate.

Performance Measure:

District-Level: 2012 74..2% 2013- 71.3% 2014- 72.2%

School-Level: Increase/improve the 2014-2015 graduation rate of 85.8% to 90% for the 2015-2016 school year.

S 13.1) District-Level: Promote effective parental involvement - **School-Level: Promote effective parental involvement**

Description:

District-Level: Promote effective parental involvement in the planning, implementing, and evaluating of district improvement activities.

School-Level: Promote effective parental involvement in the planning, implementing and evaluation of school-wide improvement activities.

AS 13.1.1) Parental Involvement/Informational Meetings/Activities

Description:

Conduct parent involvement/informational meetings/activities (senior night, financial aid, freshmen orientation, open house/Title 1, open lab for FAFSA, etc.).

Benchmark Indicator:

Review mid-term grade data

Person Responsible:

Administrative team

Estimated Completion Date:

5/27/2016

[S] 13.2) District-Level: Instruments to Track Student Progress - **School-Level: Instruments to Track Student Progress**

Description:

District-Level: Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with standards.

School-Level: Use NWEA MAP, ACHIEVE3000, MATHXL and common assessments to appropriately inform/differentiate instruction and monitor each students' progress.

[AS] 13.2.1) Additional resources for struggling students

Description:

Use NWEA MAP to appropriately measure students' academic levels, inform/differentiate instruction and monitor each students' progress.

Benchmark Indicator:

Monitor Map test data from A and C

Person Responsible:

Administrative team

Estimated Completion Date:

5/27/2016

[AS] 13.2.2) Improving student achievement

Description:

Use ACHIEVE3000 to appropriately inform/differentiate instruction and monitor each students' progress.

Benchmark Indicator:

Monitor students' lexile levels

Person Responsible:

Administrative team

Estimated Completion Date:

5/27/2016

[AS] 13.2.3) Differentiated Instruction

Description:

Use MATHXL and common assessments to appropriately monitor each students' progress and inform/differentiate instruction.

Benchmark Indicator:

MATHXL progress reports and common assessment results

Person Responsible:

Administrative team

Estimated Completion Date:

Shelby County (792) Public District - FY 2016 - White Station High School (792-2780) Public School - School Plan - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
1) Needs Assessment Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the Common Core State Standards.	☑

Explanation

We use all data sources to make decisions concerning achievement and growth from our EOC assessments, MAP testing, ACT, and AP score results from the previous year. All data from school sources concerning attendance, suspensions, graduation rate, and information from in-house surveys and teacher evaluations.

[G] 2) District-Level: Mathematics - **School-Level: math**

[S] 2.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

[AS] 2.1.1) Professional Development

[S] 2.5) District-Level: Instructional & Educational Materials - **School-Level: Instructional Materials & Resources**

[AS] 2.5.1) Improving student achievement

[AS] 2.5.3) Additional resources for struggling students

[S] 2.6) District-Level: Parent Education Involvement (Reading & Mathematics) - **School-Level: Parent Education Involvement (Mathematics)**

[AS] 2.6.1) Improving student achievement

[G] 4) District-Level: English I II III - **School-Level: English I, II, III**

[S] 4.1) District-Level: State Assessment Alignment - **School-Level: State Assessment Alignment**

[AS] 4.1.1) Additional resources for struggling students

[S] 4.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Prof Develop- Improve Student Performance**

[AS] 4.2.1) Professional Development

[G] 6) District-Level: Science/Biology - **School-Level: Science/Biology**

[S] 6.1) District-Level: High quality professional development of instructional staff -

School-Level: High quality professional development of instructional staff

> AS 6.1.1) High-quality, continuous professional development

> S 6.2) District-Level: State Content Standards Alignment - **School-Level: Instructional supplies, materials, and resources to improve student learning.**

>> AS 6.2.1) Improving student achievement

2)	**School-wide Reform Strategies** Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans.	☑

Explanation

> G 2) District-Level: Mathematics - **School-Level: math**

>> S 2.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

>>> AS 2.1.4) Professional Development-PLC's

>> S 2.5) District-Level: Instructional & Educational Materials - **School-Level: Instructional Materials & Resources**

>>> AS 2.5.1) Improving student achievement

>> S 2.6) District-Level: Parent Education Involvement (Reading & Mathematics) - **School-Level: Parent Education Involvement (Mathematics)**

>>> AS 2.6.1) Improving student achievement

> G 4) District-Level: English I II III - **School-Level: English I, II, III**

>> S 4.1) District-Level: State Assessment Alignment - **School-Level: State Assessment Alignment**

>>> AS 4.1.1) Additional resources for struggling students

>> S 4.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Prof Develop- Improve Student Performance**

>>> AS 4.2.1) Professional Development

[G] 6) District-Level: Science/Biology - **School-Level: Science/Biology**

    [S] 6.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

        [AS] 6.1.2) Differentiated Instruction

3)	**Timely Assistance** Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.	☑

Explanation

    [G] 2) District-Level: Mathematics - **School-Level: math**

      [S] 2.5) District-Level: Instructional & Educational Materials - **School-Level: Instructional Materials & Resources**

        [AS] 2.5.1) Improving student achievement
        [AS] 2.5.2) Additional resources for struggling students
        [AS] 2.5.3) Additional resources for struggling students

    [G] 4) District-Level: English I II III - **School-Level: English I, II, III**

      [S] 4.1) District-Level: State Assessment Alignment - **School-Level: State Assessment Alignment**

        [AS] 4.1.1) Additional resources for struggling students
        [AS] 4.1.2) Improving student achievement

    [G] 6) District-Level: Science/Biology - **School-Level: Science/Biology**

      [S] 6.2) District-Level: State Content Standards Alignment - **School-Level: Instructional supplies, materials, and resources to improve student learning.**

        [AS] 6.2.1) Improving student achievement

4)	**Instruction by Highly Qualified Staff** Address instruction by highly qualified staff (and effectiveness in TN).	☑

Explanation

    [G] 2) District-Level: Mathematics - **School-Level: math**

[s] 2.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

    [As] 2.1.1) Professional Development

[s] 2.5) District-Level: Instructional & Educational Materials - **School-Level: Instructional Materials & Resources**

    [As] 2.5.2) Additional resources for struggling students

[G] 4) District-Level: English I II III - **School-Level: English I, II, III**

    [s] 4.1) District-Level: State Assessment Alignment - **School-Level: State Assessment Alignment**

        [As] 4.1.1) Additional resources for struggling students

        [As] 4.1.2) Improving student achievement

    [s] 4.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Prof Develop- Improve Student Performance**

        [As] 4.2.1) Professional Development

[G] 6) District-Level: Science/Biology - **School-Level: Science/Biology**

    [s] 6.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

        [As] 6.1.1) High-quality, continuous professional development

    [s] 6.2) District-Level: State Content Standards Alignment - **School-Level: Instructional supplies, materials, and resources to improve student learning.**

        [As] 6.2.1) Improving student achievement

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5) **Attracting High Quality/Effective Teachers**
Address strategies to attract high quality/effective teachers to high needs schools.

Explanation

[ ]

[G] 2) District-Level: Mathematics - **School-Level: math**

    [s] 2.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

        [As] 2.1.2) Mathematics Professional Development

        [As] 2.1.4) Professional Development-PLC's

[G] 4) District-Level: English I II III - **School-Level: English I, II, III**

    [s] 4.2) District-Level: Prof Develop- Improve Student Performance - **School-Level:**

Prof Develop- Improve Student Performance

> `AS` 4.2.2) Literacy Professional Development
>
> `AS` 4.2.3) LiteracyProfessional Development

`G` 6) District-Level: Science/Biology - **School-Level: Science/Biology**

> `S` 6.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**
>
> > `AS` 6.1.2) Differentiated Instruction

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6) **Professional Development**
Address high quality and ongoing 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 the state academic content standards.

Explanation

> `G` 2) District-Level: Mathematics - **School-Level: math**
>
> > `S` 2.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**
> >
> > > `AS` 2.1.1) Professional Development
> > >
> > > `AS` 2.1.2) Mathematics Professional Development
> > >
> > > `AS` 2.1.3) Professional development-mentoring
>
> `G` 4) District-Level: English I ll lll - **School-Level: English I, II, III**
>
> > `S` 4.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Prof Develop- Improve Student Performance**
> >
> > > `AS` 4.2.2) Literacy Professional Development
> > >
> > > `AS` 4.2.3) LiteracyProfessional Development
>
> `G` 6) District-Level: Science/Biology - **School-Level: Science/Biology**
>
> > `S` 6.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**
> >
> > > `AS` 6.1.1) High-quality, continuous professional development
> > >
> > > `AS` 6.1.2) Differentiated Instruction

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7) **Increase Parental Involvement**
Address strategies to increase effective parental involvement through means such as family literacy services.

Explanation

[G] 2) District-Level: Mathematics - **School-Level: math**

    [S] 2.6) District-Level: Parent Education Involvement (Reading & Mathematics) - **School-Level: Parent Education Involvement (Mathematics)**

        [AS] 2.6.1) Improving student achievement

8)	**Coordination of Programs**
	Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training.
	
	Explanation
	
	    [G] 2) District-Level: Mathematics - **School-Level: math**
	
	        [S] 2.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**
	
	            [AS] 2.1.1) Professional Development
	            [AS] 2.1.2) Mathematics Professional Development
	            [AS] 2.1.3) Professional development-mentoring
	    [G] 4) District-Level: English I II III - **School-Level: English I, II, III**
	
	        [S] 4.1) District-Level: State Assessment Alignment - **School-Level: State Assessment Alignment**
	
	            [AS] 4.1.1) Additional resources for struggling students
			☑

9)	**Transitioning Preschool Students** Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start Early Reading First, or a public school preschool program to local elementary school programs. **Explanation** N/A		☑
10)	**Use of Assessments for Improving Performance** How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program. **Explanation**		☑

G 2) District-Level: Mathematics - **School-Level: math**

S 2.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

AS 2.1.1) Professional Development

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Optional Documents		
Type	**Document Template**	**Document/Link**
School Plan Supporting Documents	N/A	White Station High School Brag Sheet 2015 & 2016

Shelby County (792) Public District - FY 2016 - White Station High School (792-2780) Public School - School Plan - Rev 0

Checklist Description (Collapse All   Expand All)

□ **1. Planning Tool - Planning Team**	OK	Theresa Utley	12/8/2015 12:02:32 PM

1. School planning team represents the school's stakeholders including teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and parents of children. (required)

2. Stakeholders are identified with full name and title. (required)

□ **2. Planning Tool - Summary of Accomplishments and What's Working**	OK	Theresa Utley	12/8/2015 12:02:32 PM

1. School summarized accomplishments and identified what is working for students. (required)

2. School included what is attributed to these accomplishments. (required

□ **3. Planning Tool - Accountability Data Guiding Questions**	OK	Theresa Utley	12/8/2015 12:02:32 PM

1. School analyzed Accountability Achievement Targets and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible. (required)

2. School analyzed Accountability Gap Targets and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible. (required)

□ **4. Planning Tool - Achievement Data Guiding Questions**	OK	Theresa Utley	12/8/2015 12:02:32 PM

1. School analyzed Reading/Language Arts data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible. (required)

2. School analyzed Mathematics data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible. (required)

3. School analyzed Other subject data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible. (optional)

4. School analyzed Progress/Growth data and provided a summary of progress and challenges, identifying underlying reasons for each. (required)

□ **5. Planning Tool - College/Career Readiness Data Guiding Questions**	OK	Theresa Utley	12/8/2015 12:02:32 PM

1. School analyzed Explore/Plan/ACT data and provided a summary of progress and challenges, identifying underlying reasons for each. (required)				
2. School analyzed Graduation Rate data and provided a summary of progress and challenges, identifying underlying reasons for each. (required)				
3. School analyzed Other College & Career Readiness Data was considered (AP, dual enrollment, dual credit, etc.) and provided a summary of progress and challenges, identifying underlying reasons for each. (optional)				
⊟ **6. Planning Tool - School Climate & Culture Guiding Questions**	OK		Theresa Utley	12/8/2015 12:02:32 PM
1. School analyzed school climate & culture data and provided a summary of progress and challenges, identifying underlying reasons for each. (optional)				
⊟ **7. Planning Tool - Additional Areas Guiding Questions**	OK		Theresa Utley	12/8/2015 12:02:32 PM
1. School analyzed additional areas and reflected on what has gone well and where there is room for improvement. (optional)				
⊟ **8. Planning Tool - Prioritized List of Needs**	OK		Theresa Utley	12/8/2015 12:02:32 PM
1. School listed, in priority order, its top three areas of need as identified through the needs assessment.				
2. School prioritized list of needs align with data.				
⊟ **9. Planning Tool - Goals**	OK		Theresa Utley	12/8/2015 12:02:32 PM
1. School goals are aligned with the LEA goals. (i.e. when school extended the LEA goal, the school's goal title is aligned with the LEA goal title)				
2. School goals descriptions are based on the school's needs within that goal. (i.e. the school AMOs were included and did not just duplicate the LEA AMOs)				
3. Goals are aligned with prioritized list of needs.				
4. Identified goals are specific, measurable, ambitious, relevant, and time-bound.				
⊟ **10. Planning Tool - Strategies**	OK		Theresa Utley	12/8/2015 12:02:32 PM
1. Each strategy describes the specific change in practice necessary to meet the related goal.				
2. Each strategy is aligned to the goal it is intended to meet.				
3. Each strategy is research-based.				
⊟ **11. Planning Tool - Action Steps**	OK		Theresa Utley	12/8/2015 12:02:32

1. The action step descriptions are clearly stated and specific.	
2. In conjunction with the strategy, the action steps answer the five W's: Who, What, Where, When and Why.	
3. The benchmark is described.	
4. The person responsible is populated and is the appropriate individual for this action step.	
5. The estimated date of completion is realistic and aligns with other activities to allow district to reach goals. (NOTE: all Action Steps do not all have an end of school year date.)	
6. The action steps are appropriate and aligned to the goals and strategies.	

12. Planning Tool - Component Relationships - Title I Schools Only	OK	Theresa Utley	12/8/2015 12:02:32 PM
1. Component relationships are made for appropriate action steps.			
2. All component items have either a component relationship or a note has been provided describing how the plan component requirement has been met.			