

White Station High School Annual Plan (2019 - 2020)

Last Modified at Dec 09, 2019 08:04 AM CST

ELA We believe improvement in this area can continue by the implementation of Data-Driven Instructional practices (Assessment, Analysis, and Action Planning) in PLC's, the integration of research-based literacy strategies across content areas, and the shift toward performance-based objectives in the classroom.					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. Benchmark Indicator Monthly financial paperwork documenting Title I Budget expenditures. Quarterly Common Formative Assessments for English I, English II, Algebra I, Geometry, Algebra II	Support a Rich Learning Environment for Students Secure supplies, materials, equipment, and support to enhance classroom instruction.	Terry NeSmith & Susan Satar	11/15/2019		
	MasteryConnect Common Formative Assessment Quarterly CFA's provided by the district and to be used as interim assessments toward standards mastery.	EOC Content Teachers (Harrison, Coats, Newhouse, Robbins, Zich, Wade, Dunn, King, Pryor, Lyons, Hines, Whittington, Duckworth)	03/30/2020		
	Instructional Facilitator Our facilitator is focused on supporting our Students With Disabilities, especially around RTI Practices.	Tara Bone	05/29/2020		
Professional Development Provide ongoing, high quality professional development at the District and school level for	Educational Epiphany Professional Development Dr. Donyall Dickey will provide year-long PD	Administrative and Instructional	03/20/2020		

<p>school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator Bi-quarterly walkthroughs grounded in the Instructional Practice Guide document (used to observe instructional shifts supporting each of the three core actions)Administrative leads attending PLC meetings to ensure that practices are being put into placeSupporting teachers through the Data-Driven Instruction Cycle (Assessment, Action, Analysis) - weekly PLC meetingsQuarterly monitoring of teacher PD sessions through content cadre platform</p>	<p>support to ALL instructional staff, with an emphasis on literacy development, objective-driven planning, and alignment to cross-curricular to support connections in content areas.</p>	<p>Support Teams (Holland, Ayers, Bouldin, Bowen, Durham, Burns, NeSmith, Satar, and Bone)</p>			
	<p>Shelby County Schools Content Cadres Shelby County Schools is providing teachers in the district with 4 tracks of content-specific support referred to as Content Cadres. These tracks are assigned based on teacher experience level, and provide support geared to strengthen instructional practices.</p>	<p>Rachel Addison (SCS) & Terry NeSmith (WSHS)</p>	<p>05/29/2020</p>		
	<p>PLC Coaches White Station High School's student population is the second largest in Shelby County Schools, with over 2,000 students. Our faculty population mirrors its size, which demands extra focus in the Professional Learning Communities that drive our work. Teachers, Instructional Support Staff, and Administrators work through the Data-Driven Instruction Cycle (Assessment, Analysis, and Action), in partnership, to support moving the needle on student growth and achievement. Our PLC meetings are also an opportunity to provide mentoring and leadership for our novice and growing teachers.</p>	<p>Terry NeSmith & Susan Satar</p>	<p>05/29/2020</p>		

<p>Targeted Intervention and Personalized Learning Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>Benchmark Indicator Bi-weekly RTI2 Academic data meetings, which includes a review of individual student demographics, enrollment history, attendance/discipline history, achievement tests/grades, work samples, and informal/formal observations of students Bi-weekly student data review in PLC meetings - used to inform whole group, small group, individual corrective instruction action planning FHAO Fall & Spring Teach-in Participation</p>	<p>Use of EdPlan & BrightBytes EdPlan houses all Tiered Intervention Plans for identified general education students. BrightBytes is an early warning system that is used during the winter cycle to identify high-risk students who require holistic monitoring (academics, behavior, attendance etc.).</p>	<p>Anthony Bowen, Tara Bone, Heather Heaston, Mikayla Newkirk, & Terri Robinson</p>	<p>05/29/1930</p>		
	<p>Facing History & Ourselves In order to serve all students equitably, it is our priority to ensure that our most at-risk populations have access to specific and intentional interventions and supports to proactively meet their needs. Our school's partnership with the Facing History & Ourselves organization has provided us with the platform to engage in work around equity and justice in the classroom, as well as gaining access to new instructionally inclusive practices. Many of these practices are geared toward providing support to students who are showing deficits in their learning. Our Title I budget will support the community building efforts offering training to teachers, providing transportation to FHAO events, and sending administrative staff to powerful conferences (this year's conference will be hosted in Montgomery, AL).</p>	<p>Michelle Phillips (FHAO Staff), Terry NeSmith, Susan Satar, JanVincent Waller, and Joanna Lawrence</p>	<p>05/29/2020</p>		

	<p>RTI Our Instructional Facilitator is focused on ensuring that all training, documentation, and reports to the district are completed correctly, on time, and with fidelity. Both RTIA and RTIB practices are being used to guide our intervention models at White Station High School.</p>	Tara Bone	05/29/2020		
	<p>Virtual Schools/Credit Recovery Students have the opportunity to engage in online coursework for credit recovery to keep them on pace for on-time graduation with their projected cohort.</p>	Cathy Doyle, Brown-Malone, Heaston, Fleming, McClain, and Whiting	05/29/2020		

Mathematics

We believe improvement in this area can continue by the implementation of Data-Driven Instructional practices (Assessment, Analysis, and Action Planning) in PLC's, Math fluency practices, and the shift toward performance-based objectives in the classroom.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Monthly financial paperwork documenting Title I Budget expenditures. Quarterly Common Formative Assessments for English I, English II, Algebra I, Geometry, Algebra II</p>	<p>Support a Rich Learning Environment for Students Secure supplies, materials, equipment, and support to enhance classroom instruction.</p>	Terry NeSmith & Susan Satar	05/30/2020		
	<p>MasteryConnect Common Formative Assessment Quarterly CFA's provided by the district and to be used as interim assessments toward standards mastery.</p>	EOC Content Teachers (Ide, Niedens, Larson, Kirby, Pruiett, Garrett, Pearce, Lyons, Underwood,	03/30/2020		

		Maxwell, Black, Warren)			
	<p>Instructional Facilitator Our facilitator is focused on supporting our Students With Disabilities, especially around RTI Practices.</p>	Tara Bone	05/29/2020		
<p>Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator Bi-quarterly walkthroughs grounded in the Instructional Practice Guide document (used to observe instructional shifts supporting each of the three core actions)Administrative leads attending PLC meetings to ensure that practices are being put into placeSupporting teachers through the Data-Driven Instruction Cycle (Assessment, Action, Analysis) - weekly PLC meetingsQuarterly monitoring of teacher PD sessions through content cadre platform</p>	<p>Educational Epiphany Professional Development Dr. Donyall Dickey will provide year-long PD support to ALL instructional staff, with an emphasis on literacy development, objective-driven planning, and alignment to cross-curricular to support connections in content areas.</p>	Administrative and Instructional Support Teams (Holland, Ayers, Bouldin, Bowen, Durham, Burns, NeSmith, Satar, and Bone)	03/20/1929		
	<p>Shelby County Schools Content Cadres Shelby County Schools is providing teachers in the district with 4 tracks of content-specific support referred to as Content Cadres. These tracks are assigned based on teacher experience level, and provide support geared to strengthen instructional practices.</p>	Rachel Addison (SCS) & Terry NeSmith (WSHS)	05/29/2020		
	<p>PLC Coaches White Station High School's student population is the second largest in Shelby County Schools, with over 2,000 students. Our faculty population mirrors its size, which demands extra focus in the Professional Learning Communities that drive our</p>	Terry NeSmith & Susan Satar	05/29/2020		

	<p>work. Teachers, Instructional Support Staff, and Administrators work through the Data-Driven Instruction Cycle (Assessment, Analysis, and Action), in partnership, to support moving the needle on student growth and achievement. Our PLC meetings are also an opportunity to provide mentoring and leadership for our novice and growing teachers.</p>				
<p>Targeted Interventions and Personalized Learning, Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner.</p> <p>Benchmark Indicator Bi-weekly RTI2 Academic data meetings, which includes a review of individual student demographics, enrollment history, attendance/discipline history, achievement tests/grades, work samples, and informal/formal observations of students Bi-weekly student data review in PLC meetings - used to inform whole group, small group, individual corrective instruction action planning FHAO Fall & Spring Teach-in Participation</p>	<p>Use of EdPlan & BrightBytes EdPlan houses all Tiered Intervention Plans for identified general education students. BrightBytes is an early warning system that is used during the winter cycle to identify high-risk students who require holistic monitoring (academics, behavior, attendance etc.).</p>	<p>Anthony Bowen, Tara Bone, Heather Heaston, Mikayla Newkirk, & Terri Robinson</p>	<p>05/29/2020</p>		
	<p>Facing History & Ourselves In order to serve all students equitably, it is our priority to ensure that our most at-risk populations have access to specific and intentional interventions and supports to proactively meet their needs. Our school's partnership with the Facing History & Ourselves organization has provided us with the platform to engage in work around equity and justice in the classroom, as well as gaining access to new instructionally inclusive practices. Many of these practices are geared toward providing support to students who are showing</p>	<p>Michelle Phillips (FHAO Staff), Terry NeSmith, Susan Satar, JanVincent Waller, and Joanna Lawrence</p>	<p>05/29/2020</p>		

	deficits in their learning. Our Title I budget will support the community building efforts offering training to teachers, providing transportation to FHAO events, and sending administrative staff to powerful conferences (this year's conference will be hosted in Montgomery, AL).				
	RTI Our Instructional Facilitator is focused on ensuring that all training, documentation, and reports to the district are completed correctly, on time, and with fidelity. Both RTIA and RTIB practices are being used to guide our intervention models at White Station High School.	Tara Bone	05/29/2020		
	Virtual Schools/Credit Recovery Students have the opportunity to engage in online coursework for credit recovery to keep them on pace for on-time graduation with their projected cohort.	Cathy Doyle, Brown-Malone, Heaston, Fleming, McClain, and Whiting	05/29/2020		

College and Career Readiness

We believe based on steady annual progress toward stronger graduation rates, along with the state's redefining the concept of the Ready Graduate as well as the SCS commitment to expanding EPSSO's our students will be set up for future success.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>ACT Preparation Using the TDOE ACT Prep course code, high schools will provide students access to an ACT prep course to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT.</p> <p>Benchmark Indicator ACT Prep class 3 times per semester- diagnostic (August- S1 or Jan-S2), interim around October (S1) or late Feb (S2) and then a final (midterm for</p>	<p>ACT Prep Course One semester prep course with an intensive focus on strategies for success on the ACT. WSHS's current approach is to make course placements based on a student's previous test score ranging from 16-20.</p>	Montana Young & Christopher Robbins	05/29/2020		

S1 or actual ACT for S2).ACT Prep & Saturday Sessions provided twice each semester					
	<p>ACT Prep Workshops & Saturday Sessions Students are being provided with additional strategies and practice for future success on the ACT test. Through the district's work with Jane Ross tutoring, students are provided with access to materials that support test-taking tips, strategies, and a content-area focus (Math, ELA, Science).</p>	Montana Young, Terry NeSmith, and Anthony Bowen	03/27/2020		
<p>Post-Secondary Opportunities Develop and expand opportunities for all students to access multiple early post-secondary opportunities while still enrolled in high school.</p> <p>Benchmark Indicator Benchmarks embedded within the content area curriculum</p>	<p>CTE, Dual Enrollment, Dual Credit, AP Course Offerings These course offerings provide post-secondary connections with the potential for certifications and college credit.</p>	WSHS Teachers	05/29/2020		
	<p>Kuder Assessment WSHS engages students in the Kuder Assessment, "A career assessment, education planning, and guidance resource to help visualize which industry or career, field of study, or school to pursue next in life."</p>	Counseling Team: Whiting, Fleming, Heaston, Brown-Malone, McClain	05/29/2020		
<p>Career Exploration and Work-Based Learning Opportunities Provide students with college and career planning opportunities assist students in identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Benchmark Indicator On-going monitoring of student college applicationsTN Promise check-in meetingsQuarterly one-on-one mentoring meetings with Spanish-speaking students and familiesDevelop a schedule for the Vocational Rehabilitation Counselor to meet with SWD. Encourage SWD in self-contained settings to</p>	<p>Fall Semester College Fair WSHS Counselors invite college and career programs from around the country to set up booths at the annual college fair. Students have the opportunity to visit individual tables and engage in dialogue with college representatives to learn more about diverse program offerings.</p>	McClain, Heaston, Fleming, Brown-Malone, Whiting	09/16/2019		

participate in SCS post-secondary transition programs that prepare them for employment.					
	<p>Senior Night White Station High School counselors as well as college representatives from around the city come together to present timely and essential information to students and families about the college application process, the TN Promise Scholarship opportunity, and FAFSA.</p>	McClain, Heaston, Fleming, Brown-Malone, Whiting	09/10/2019		
	<p>Latino College Night Latino College Night provides information to Spanish-speaking students and families about what it takes to prepare for college and post-secondary opportunities. Support around the college application process, the TN Promise Scholarship opportunity, and FAFSA. All information is presented in Spanish.</p>	Susan Satar, Terry NeSmith, ESL Teachers & Latino Memphis	10/31/2019		
<p>Effective Transitions (Middle School, High School, Post-Secondary) Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator 1 grade-level meeting per semester Counselor classroom meetings once a semester One-on-one student/counselor meeting once a semester Allow time for case managers to conduct transcript reviews</p>	<p>Grade Level Meetings Semester grade-level meetings are lead by grade-level administrators to share important information about school protocols and procedures. Assigned counseling staff also takes this opportunity to check-in with students.</p>	Bouldin (9th Grade Administrator), Bowen (10th Grade Administrator), Burns (11th Grade Administrator), Durham (12th Grade Administrator) & School Counselors: Whiting, Heaston, Fleming, Brown-Malone, McClain	05/29/2020		
	<p>Counselor Support Counseling support is provided both at the</p>	McClain, Heaston,	05/29/2020		

	classroom level (with counselors visiting and delivering information in the whole group sessions), as well as individual conversations (with counselors and students - one-on-one).	Fleming, Brown-Malone, Whiting			
	<p>Special Education Teacher Support</p> <p>Students with disabilities at WSHS are more than 25% less likely to graduate than their non-disabled peers. We intend to prioritize maximizing post-secondary options for students with disabilities. The TN Department of Education Partners in Education (PIE) Conference will focus on several areas including: RTI for academics and non-academics and Post-secondary Readiness for Students with Disabilities. There is also a PIE pre-conference that highlights evidence-based practices that prepare students with disabilities to be successful in post-secondary education, employment, and independent living.</p>	Tara Bone, Dathan Brestel, Laurie Roberts	01/31/2020	Title I [\$2999.32]	

Safe and Healthy Students

All students will have equal access to a safe learning environment. Based on the data from the 2018-2019 school-year the areas of discipline and attendance continue to be our focus. We will provide targeted interventions and supports to continue to move us towards our goal

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Behavioral Interventions and Supports</p> <p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator</p> <p>Weekly meetings to monitor participation for both Abriendo Puertas and Boys/Girls mentoring programs Weekly admin team meetings to monitor implementation of school behavior plan and community expectations Weekly reset room reports to share data from student intervention Utilize</p>	<p>Abriendo Puertas College-Access Mentoring Program</p> <p>The Abriendo Puertas program works with 11th and 12th grade high school students to ensure they graduate on time, are ready to enroll in a post-secondary institution of their choice - whether it be a technical/vocational school, a community college, university, or career-path.</p>	Susan Satar & Latino Memphis	05/29/2020		

DECHS Behavior Consultant support for FBA/BIP process.					
	<p>Boys & Girls Mentoring Groups Boys and Girls mentoring groups to target our most at-risk students through weekly meetings geared toward character education, instructional support, and wrap-around services.</p>	Susan Satar, Terry NeSmith, Stephon Smallwood	05/29/2020		
	<p>WSHS Behavior Plan & Community Expectations RTIB Behavior Plan & Community Expectations that cover: Social Emotional Learning- Members of the RTI-B team will attend a seminar in Memphis: Defiant, Manipulative, & Attention-Seeking Students: How to Unlock Their Potential and Survive the Process! Goals of this seminar are to: identify the underlying causes of difficult behaviors in students, implement do's and don'ts to address specific behaviors, integrate key strategies for migrating from an obedience-centered approach to a responsibility-centered approach, develop innovative ways to support positive behavior, and apply strategies for preventing the escalation of difficult behavior Restorative Practices & Progressive Discipline Addressing ACE's Whole community engagement with the Facing History and Ourselves Innovative School Network Implementation of ReSet Room for managing student behaviors.</p>	Holland, Bouldin, Bowen, Burns, Durham, Satar, Bone, NeSmith, Kannady, Ayers, J. Lawrence, Waller	05/29/2020	Title I [\$720.00]	
	<p>ReSet Room Room A102 is the designated space in the building provided for students who need to de-escalate from potentially heightened disciplinary scenarios. This room will have small spaces for student to reflect and calm before facing disciplinary actions.</p>	Geoff Kannady	05/29/2020		
<p>Professional Development Provide ongoing, high quality professional development at the District level and school site for school leaders, teachers, and other instructional</p>	<p>Social-Emotional Learning & Regulate to De-Escalate Professional Development We are training teachers in de-escalation techniques and in social emotional learning</p>	Holland, Ayers, Bouldin, Bowen, Burns, Durham, Satar,	09/20/2019		

<p>staff to focus on changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator Weekly observations of SEL, De-escalate, and FHAO practices across classrooms Encourage SPED teachers to attend Professional Development in the areas of Co-teaching, Best Practices, and Instructional Strategies</p>	<p>approaches. We are adding this to our Facing History and Ourselves work to encourage our Spartans to be a community of Up-standers who support one another and respect each other. We are hoping to use our 8 half day schedules to engage students with humanitarian concerns that will enhance their civic engagement and understanding of the people who comprise their Spartan Community. With continuous training and safe practice spaces, classroom teacher are being supported and encouraged to adopt new strategies for classroom management. Teachers are sharing best practices with one another and observing one another to provide feedback for growth. We continue to use Teach Like a Champion as a major resource for classroom instruction and coaching.</p>	<p>Bone, NeSmith, Whiting, Fleming, Heaston, McClain, Brown-Malone, Kannady, Altman, Young</p>			
	<p>Facing History & Ourselves Giving teachers strategies around helping students feel safe in their classrooms by establishing classroom norms and strategies for creating an inclusive community. Connecting historical case studies from the Holocaust and other world events to The Civil Rights Movement and other American movements, to motivate students to be active participants in our democracy and to begin their practice in our very own community. We will utilize our FHAO Student Leadership group to represent us at collaborative meeting across all area schools using FHAO and to collect inspiration to share with the entire student body.</p>	<p>Steven Becton, Michelle Philips, Sarah Stuart (FHAO); Holland, Ayers, Bouldin, Bowen, Burns, Durham, Satar, Bone, NeSmith, J. Lawrence, Waller, Yarbrough</p>	<p>05/29/2020</p>		
<p>Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students.</p> <p>Benchmark Indicator</p>	<p>Title I Meeting Two Title I meetings are presented in the fall to provide parents, families, and stakeholders of the school community information about the responsibilities and offerings of Federal Programs.</p>	<p>Terry NeSmith & Susan Satar</p>	<p>08/29/2019</p>		

<p>Parent signatures to document attendance and participation at Title I meeting Monthly PIE meetings</p>					
	<p>PIE: Partners in Education WSHS's PIE: Partners in Education organization does an amazing job of supporting parental and community involvement for ALL. PIE meets each month to engage in productive dialogue around ways to support varying stakeholders.</p>	<p>PIE Organization</p>	<p>05/29/2020</p>		
	<p>On-going student and parental support for transitions to post-secondary opportunities We want to keep students and parents informed concerning the opportunities offered to our students such as lottery scholarships and free community college for two years while still promoting prestigious 4 year institutions and their degree programs. We will partner with the district in promoting ACT family nights in the fall and spring. We will host college nights for the Spartan Community. We will offer a fall college fair that includes more than 40 institutions, military programs and technology schools for all Juniors and Seniors during the school day. We will offer additional financial workshops in the spring to complete grant and scholarship applications. We will do a college night for our Spanish speaking parents and families. Throughout the school year, our PIE parents host college visits during the day for small groups of students. We encourage the use of the curriculum to explore post secondary opportunities. Our senior English teachers used the opportunity to have speakers from different professions address students about the "hero's journey" making the connection between literature and real life.</p>	<p>McClain, Fleming, Brown-Malone, Whiting, Heaston, Oster, Fairchild, F. James, Fisher, Satar, NeSmith, Bone, Doyle, Carlson, Ayers, Bouldin, Bowen, Burns, Duraham</p>	<p>05/29/2020</p>		