Putnam County (710) Public District - FY 2016 - White Plains Academy (710-0105) Public School - School Plan - Rev 0

* 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.

Joe Matheney- Principal
Elisabeth Jones- English Department/Title 1
Faith Sample-4-7 Grade Level Teacher
Kristen Carter- K-3 Grade Level Teacher
Sherri Stone- Community Representative
Barbara Loomis- Parent
Diane Roland- School Adopter
Katie Ory- School Guidance Counselor

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

White Plains Academy is an alternative school for students with zero tolerance drug violations or behavior problems in their home
schools; we also provide credit recovery for high school students.

White Plains Academy likes to call itself a school of "second chances." Most of our student population has academic and behavior difficulties related to poverty, emotional/physical abuse, drug use, and abandonment issues. We busy ourselves rehabilitating the social and emotional health of our children in order to strengthen their academic skills and enable them to become useful and productive members of society.

In the last four years, White Plains Academy has developed a positive reputation within our local community. Our
students have been asked to work on several community events. For the past twenty-five years, the Cookeville Breakfast Rotary Club
has been our adopter; in the last three years, Noon Day Rotary has joined us, and we now have another business that has started the adoption process.

As many of our students exhibit behavior problems, School Wide Positive Behavior Support (SWPBS) was introduced to White Plains Academy four years ago. This is a behavior modification program that has resulted in a calm in the school that was not present previously. This program brings consistency in the rules and discipline process because all teachers have the same classroom rules and discipline. It has been a resounding success, so much so that our SWPBS team was asked last year, for the third time, to present at the state SWPBS Conference in November and also the Tennessee Title 1 Conference in December. SWPBS has taken much of the emotion out of
discipline matters since students know what to expect based on stated expectations and a reward/consequence program. SWPBS is also a major factor in reducing our OSS (Out of School Suspension) numbers. In the two years prior to SWPBS, we suspended 38.5 students per year, and our average student population was 76.5 students per year.

Another successful achievement is the number of students who have graduated from WPA. During our first two years, we graduated an average of 12 students, 6 per year. During the last three years, our average has increased to 29.5 per year. Not only are we graduating more students, our students are also continuing their education. WPA has graduates at The University of Tennessee at Chattanooga, Nashville State Community College, Genesis Career College, and Volunteer State Community College. In addition, WPA has many graduates who are in the work force and several in the military. We are currently striving to improve in one area that we consider critical at WPA: we want to decrease the number of WPA students who are placed in state custody. In the last four years, we have had 2 (2011-12), 9 (2012-13), 5 (2013-14), and 3 (2014-15) students to be placed with the State of Tennessee. Thankfully, these placements have been a result of
actions that were outside of school and not school-related; however, we want to teach personal and

life skills that will
stop poor decisions no matter where the student is at the time.

We have an active service-based learning program that affords our students the opportunity to go into the community
to serve others. Our students have built skate ramps, moved tables and set up chairs, planted trees, raked leaves at a
state park, visited nursing homes, written letters to service men and completed other projects within our local community.
While at WPA, our students take care of small maintenance items. These items include building a gazebo, canopies, teacher
podiums, and a two-story deck (Fire Marshal approved). Currently, our Building Trades students are in the process of
constructing doors to refinish cabinets for an elementary school within our district. These programs aid in the reforming
process of our students.

Finally, technology has been a huge part of student success at White Plains Academy. We have a 1:1 device/student ratio.
In recent years, we have partnered with the Putnam County VITAL program on a grant that secured 30 Chrome books for our school, and along with Title I funds used to procure more laptops, our students have seen success with online learning they have never experienced. Teacher evaluation scores have increased; most score increases from EOC scores have come from
teachers who use technology approximately 50% or more of their classroom instructional time.

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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					
9th through 12th English II					
9th through 12th Graduation Rate					
9th through 12th English III					
9th through 12th Algebra II					

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

White Plains Academy accountability achievement targets data is based upon district data. Because of the transient nature of White Plains Academy's student body, the data rests with the students' home schools. We rely on district data to provide an overview of student achievement and growth because WPA student population is drawn from the entire PCSS district.

<u>For PCSS:</u>

In the past two years through the accountability system, PCSS has met 9 of its 11 achievement targets; however, in 2015, the district met 4 of its 9 Level Goals. For the first year, the district determination in
achievement is "In Needs of Improvement" after two years of "Not Exemplary, but Achieving". The district did not test high school mathematics due to the transition of the district to the Integrated Math pathway and the state alignment to the state assessment offered. For the first time in three years, the

district did not meet its 3-8 Math Level Goal and Graduation Rate. The graduation rate missed by two-tenths
of a percentage point from its target. It is the first time that both 7th grade goals in ELA and Math were met with both increasing their percentage of proficient and advanced. English II continued to increase in percentage of proficiency over the last three years.

The challenges still remain in 3rd grade ELA, 3-8 ELA, and English III as all three areas decreased from 2015. During the district Literacy Focus this past year, the district specialists realized that the levels of text complexity in our instructional materials were at or below grade-level. With this in mind, along with other necessary changes needed to ELA, a District Literacy Focus team was established last year to assist the district with a five-year plan to promote Literacy readiness K-12 and improve
student achievement for all students. The five-year plan is to integrate K-2 Foundational Skills, 3-8 Reading with a focus on text complexity, K-12 Writing, K-12 Best-practices, and a depository of K-12 resources. The group has met approximately every two months since February 2015.

At the school level, 6 of the 17 schools met all four of the AMOs, while five more met at least 67% and three met at least 50%. This is a decrease from 2014 where 10 of the 17 schools met all of their AMOs and 14 of the schools were at 67% or higher. Additionally, only three schools met zero or one AMO.

Reasons for Strengths: Even though the district met two of the three Math AMOs in 3-8 grade bands, the district has remained steady in Math due to the four-year plan of curriculum and instructional alignment. It is evident in all of the achievement data from first grade through high school over the last several years. Grade-level and content PLCs became a focus of the district and school level during 2014-2015 school year. Within these PLCs, curriculum, instructional, and data with a primary focus in Math, ELA, writing, foundational skills, and the implementation of RTI2 for students who are at the 25th percentile and lower have assisted schools with the "at-risk" student.

Reasons for challenges: Once again, challenges seem to arise in our district when a focus shifts from one content area to another or even from one group of students to another. For example, with the implementation of RTI2 and the TIER process, the data conversations shifted to students in the 25th percentile or below. Who are they, where are they, what skills are they lacking, etc. In previous years, much conversation at the school level was about the "bubble" students at all achievement levels. These were the students who were primed to move into the next achievement level with a focus on their strengths and challenges. With just that shift in focus and learning, what RTI2 should look like, how to do it, all students in Tier I receiving core instruction, and other factors, we saw a shift in accountability. It continues to be a challenge for our transition to more complex texts and rigorous tasks in both ELA and Math due to the lack of alignment between standards and assessments. The state has acknowledged that the roll-out of ELA supports for teachers were not as effective as they had hoped. As a result,our teachers continue to struggle to change from what we have always done to what is expected and to fully grasp what the assessment going to look like. As we continue to raise the bar in ELA curriculum and assessments, MICA and MIST will become an integral part of the classroom this fall and throughout the 2015-2016 school year. Higher student expectations for all students and accountability at the school and district level are imperative to the success of our students.

For White Plains Academy:

Reasons for Strengths:

All faculty (100% certified and non-certified faculty and staff HQ) meet twice a week (Tuesday and Thursday) in common planning time for PLCs, curriculum alignment, discussing lesson plans, and establishing RTI needs using formative assessments. Small class sizes at WPA (current enrollment is 64 in K-12) allow us to build relationships with our students, often resulting in academic success. Strict behavior programs encourage a calm, consistent atmosphere in which students can work to the best of their academic abilities. White Plains Academy has instituted a yearly Poverty Training using district trainers, and in keeping with district needs, we also have a representative on the district Literacy Focus Team, whose goal is to develop a 5-year to address state mandates and to raise student achievement for all students.

Reasons for Challenges:

Because of the transient nature of White Plains Academy's student body, the data rests with the students' home schools.
Historically, students who are sent to White Plains have been challenged by inconsistent attendance patterns, behavioral issues, and lack of grade-level academic and social skills.

As an alternative school, our enrollment changes quarterly. This "transient" population results in challenges as the student population changes from semester to semester and from year to year. Enrollment at White Plains Academy is due to factors such as juvenile crime, emotional disorders, attendance, discipline, zero tolerance, and credit recovery; the population changes as students complete the time ordered for their enrollment. This time varies from one semester to one school year to one calendar year. We constantly reevaluate the data due to new students' arrivals and departures, but the fluid nature of our population makes data analysis difficult. Many of our students have experienced difficulties at their home schools stemming from behavior or learning disabilities which impede the learning process; it is rare for the majority of our students to be performing at grade level in math and reading.

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**				
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**				
Black/Hispanic/NativeAmerican vs. All Students	**English II/English III**				
Economically Disadvantaged vs. Non-ED	**Algebra I/Algebra II**				
Economically Disadvantaged vs. Non-ED	**English II/English III**				
Limited English Proficient vs. Non-LEP	**Algebra I/Algebra II**				
Limited English Proficient vs. Non-LEP	**English II/English III**				
Students with Disabilities vs. Non-SWD	**Algebra I/Algebra II**				
Students with Disabilities vs. Non-SWD	**English II/English III**				

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

White Plains Academy Accountability Gap Targets are based on district-wide data.

PCSS is not only a "In Needs of Improvement" in Achievement, but also, "In Needs of Subgroups Improvement". The Hispanic subgroup was removed from the three subgroups from the year before with regards to needs of improvement; however, the SWD and white subgroups remain a challenge for the district.

In 2015, three of the eleven GAP Closures were met: BHN v. All students in both 3-8 Math and Reading and ED v. Non-ED in English II/III. When disaggregating by grade bands, grades 3-8 showed a decrease in three targets at an average of 0.75% and a slight increase in five gaps at an average of

2.34%. The high school gap closure showed some significant decreases even in areas with less than 30 students such as LEP v. Non-LEP English II/III at 17.8% and ED v. Non-ED in English II/III at 4.5%. The other two high school gap closures slightly increased at the average of 0.55%. The success of our Hispanic and Native American subgroups in achievement targets assisted in meeting our gap closures. The Hispanic subgroup improved on four of the six content areas in 3-8 and two of the three in high school with the only exception in high school being the graduation rate which is approximately 10% above the state. The Native American subgroup improved in all of the six 3-8 areas while improving on one of the two at the high school level.

SWD at both the 3-8 and high school bands are the largest gaps within the district with all four content areas at or above 40%. The other subgroup is a particular challenge for the district is the LEP v. Non-LEP in both 3-8 Math and ELA. All six of these subgroups' gaps are above the state gap in each. An
interesting coincidence that appeared from the analysis over the last three years was the comparing the 3-8 ELA and Math AMOs to the 3-8 BHN v. All students GAP closures. In each of the three years, if the district met the AMO in the 3-8 content area, they missed the Gap Closure. The same is true if they met the Gap Closure, they missed the AMOs. At no time did the district meet both AMO and GAP Closure at the same time in grades 3-8.

Reasons for Strengths: Even though the district continues to not meet a large number of its GAP Closure, a look into the state's reporting system, especially the District Base File most groups by grade-level and content areas are slightly below (less than 3 percent decrease), maintaining, or increasing proficiency. Only a few subgroups within content and grade levels decreased significantly with most of them in the SWD subgroups.

Reasons for Challenges: GAP Closures continue to be a weakness of the district's accountability data. SWD gaps at all levels and the LEP at 3-8 along with most of the district's 2015 gaps are above the state gaps are a struggle for PCSS. In grades 3-8, the movement of all students toward the same state assessment without proper exposure to Tier I content until this past year has assisted in the higher gaps. With SWD students moving into Tier I and away from pullout for Tier I instruction, the need for higher expectations that all students can learn and achieve must be communicated to all teachers and all must be accountable.

White Plains Academy

At White Plains Academy, we reflect the district struggle with gaps in subgroup achievement. Due to our low
number, we have fewer subgroups than the district does; the two subgroups are ED and SWD. We continue to address Tier I issues in both math and ELA in the classroom, saving explicit Tier II and III instruction for daily RTI. Response to Intervention and Instruction in reading and math is provided for 45 minutes each day. Teachers who teach English and math do the following:

    a) Review student work weekly to determine which students are in need of tutoring and what will be needed for tutoring, which is offered
      each morning and afternoon.
    b) Work as a team during planning time to find and/or modify curriculum materials that relate to the

common core standards,only using the
        textbooks as supplements when appropriate.
      c) Create a weekly common formative assessment to assist in determining necessary
interventions.
      d) Engage in ongoing TNReady curriculum training sessions throughout the year.

White Plains Academy, like the district, has high expectations of its students and communicates
to students, parents, and stakeholders that every student can achieve these goals and expectations.
Teachers must
be held accountable for expectations and instruction.

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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.

Progress

Within the district, a move towards focusing on improving literacy started several years ago. The first steps have been pacing, textbook evaluation, PLC focus at the middle school level, and aligned benchmark standards. Literacy specialists and teacher training for RTI have followed. White Plains Academy participates with the district's efforts on Literacy Focus, professional development, Early Literacy Focus, and community partnerships such as Ready! for Kindergarten.

WPA has begun a big push over the past two years in implementing writing using annotation of text and providing textual evidence; Universal Screener data has been helpful in identifying and tracking at-risk students in ELA; RTI2 implementation has resulted in slight improvement in benchmark testing the upper middle school grades.

Challenges

Because of the transient nature of White Plains Academy's student body, the data rests with the students' home schools.
Historically, students who are sent to White Plains have been challenged by inconsistent attendance patterns, behavioral issues, and lack of grade-level academic and social skills.

At White Plains Academy, the average comparison in NCE's from 2014 to 2015 showed a decrease of 17% in ELA.
No areas performed at proficiency; there has been a slight decrease in the percentage of proficiency over the last three years.

Also, White Plains Academy has seen a decline in a majority of subgroups during these years.
During the data analysis process, it was determined that students in grades 5-8 are not at expectation in both achievement and growth.

Several underlying reasons surface through ongoing discussions. They are as follows : 1) curricular and instructional needs, 2) implementing the TNReady standards; and 3) promoting a culture shift toward rigor in the classroom.

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.

Progress

Although the district has had the most success in grades 3-8 math achievement and growth, with increases in proficiency in all student groups and most subgroups, WPA has encountered difficulty with progress in grades 3-8 math. We continue to push our teachers with state trainings, PLCs, PD, and help from instructional coaches to establish goals. Our universal screener has helped in identifying at-risk students; we hope to see more progress on the 3-8 level as our RTI2 program grows.

Challenges

At WPA, the average comparison in NCE's from 2014 to 2015 showed a decrease of 12.5% in math. No areas performed at proficiency; there has been a slight decrease in the percentage of proficiency over the last three years.

White Plains Academy challenges include improvement and growth in math while shifting to increased
focus in ELA. With the data-driven decision to escalate efforts to improve ELA, it is imperative that the White Plains Academy also maintain intensity in mathematics with increasing the rigor and relevance.

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.

Progress

Over the past several years, students at WPA are taken for an annual field trip

to the TTU STEM Center. Discussions and implementation of appropriate curricular, instructional, and
professional development opportunities are moving forward in science through work with Pre-K-6 and
7-12 curriculum supervisors. Teachers have been asked to embed science reading passages and science content into ELA and math curriculum.

<u>Challenges</u>

The average comparison in NCE's from 2014 to 2015 showed a decrease of 15.2% in science. No areas performed at proficiency; there has been a slight decrease in the percentage of proficiency over the last three years.

Science has not been a White Plains Academy focus, because of level targets and gap closure spotlights on ELA and math.
In identifying underlying reasons for inconsistency, White Plains Academy understands the instructional resources poorly align to the grade-level standards. Also, the White Plains Academy has used teacher effectiveness reports and certification to look for patterns that may appear with regards to the understanding of standards and pedagogy.

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.

Field test in 2015 - no data. The District continues to work with Social Studies teachers in
preparation for the new state assessments in Achievement grades 3-8 and EOC. SS teachers are
learning the structure and application of writing along with the importance of text complexity and citing
evidence from text. This work will assist student preparation for the new state assessment.

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.

WPA follows the district in that benchmark assessments (MAP) are used in the district

throughout the year given three times. The assessments are aligned to the pacing
guides and standards that are being taught at the time. This type of data is considered
to be a tool for teachers to share best practices, review of student
progress toward mastery, and planning as to whether a student may need enrichment,
intervention,
reviewing, reteaching, or revisiting the standards. Benchmark assessments are used in
grades 1-8
and in HS.

Grade level PLCs each week have been established at White Plains elementary and
middle school levels during the
2014-2015 school year with specific agendas targeted by lead teachers and/or
administration which
included data chats from benchmark and universal screener data for RTI2. This was
the first initial
year that all schools had this procedure in place. The goal for this year is to narrow the
focus each
week and develop team planning across the curriculum.

High School Subjects

English I - Data Tables

English I – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
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	**(%)**			

*** 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.

The growth of students in English I over the last three previous years shows 2013 at expectation with 2014 above
expectation in growth and at expectation in achievement. In 2015, 75% of students increased in growth in Eng. I at WPA
Looking at the most recent data, however, shows a drop in the percentage of proficient and advanced students. Explanations include challenges in instruction differentiation and increased rigor.

English II - Data Tables

English II – % 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	(%)					

* 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.

WPA maintained a 25% Proficient/Advanced level for 2014-2015.
Underlying reasons for maintenance included English II being a year-long class for students at WPA. Also, district-wide pacing and
benchmarks were put in place during the 2013-14 school year to align the curriculum and allow teachers to use interim data to
use improve instructional needs to all students. Credit intervention has been available for all students over the last two years.
This program allows teachers to assist failing students prior to the end of the course to intervene and master the necessary
skills and content knowledge needed to pass the course. This program is available for all EOC high school courses at White
Plains Academy.

Through the analysis of the data, an area of challenge that White Plains Academy needs to focus on over the two years will
be in writing throughout all content areas. Accountability of the state's Writing Assessment will be back in the 2015-16 school
year. The results of the previous non-accountable assessment show students have not made much progress in their ability
to master writing standards and expectations. This year will be the first time that educators will be able to see last year's
student work and scores. It is the hope through PD and PLC work, teachers will be able recognize the need to step up both
teachers' expectations and student performance.

English III - Data Tables

English III – % 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	(%)					

* 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.

Along with the district, English III is a struggle for WPA. The majority of our students are still performing at a
low level. When looking at the number of district students in each of the achievement levels, the majority of
the students (47.6%: 259 out of 544 tested) scored the Basic achievement level. In discussions with English III teachers this fall, they have realized it is not about the higher level students not tested; it is about what is not happening in the classroom.

In the district, the all student group decreased by 3.2% percentage points from 2014 to 2015 after a slight
increase from the previous year. Three of the six subgroups did show an increase from 2014 to 2015: Black (5.4%), Hispanic (1.7%), and BHN (1.4%); however, all percentage of proficiency are extremely low. The other three subgroups decreased, white (-5%), SWD (-1.7%), and ED (-1.7%). Once again, SWD students score less than ten percent proficiency. WPA had no students who scored
proficient and advanced on the Eng. III test.

Underlying reasons for some of the challenges in the district come from misalignment of curricular and
instructional resources and low expectations of performance of our students. PCSS educators must come together in collaboration to search for our answers, conclusions, and the shift necessary to better inspire, engage our students for improved achievement. At WPA, the Eng. III students we receive (which differ from year to year) often have years of learning disabilities and are often several grade
levels behind when they come to us. However, high expectations and increased rigor will continue.

Algebra I - Data Tables

Algebra I – % 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	(%)					

* 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.

PCSS has been transitioning to Integrated Math for the last three years. Due to the change from the traditional path to the Integrated Math path, the state did not require assessments
of the integrated sequence; therefore, data is not available. This past summer, PCSS partnered with Metro
Nashville in implementation of a Math-Science Partnership grant for Middle TN districts teaching the Integrated Math path. The grant took over 200 teachers through professional development at all three Integrated Maths through a two-week intense training. The MSP Integrated Math grant partnered with Tenn. Tech University and the Upper Cumberland districts while MNPS partnered with UT-Martin. As PCSS awaits the first year of TNReady implementation for Integrated Math, the teachers are collaborating with those who could not attend the grant and using the created pacing guides during the PD.

One teacher from White Plains Academy was part of the Math-Science Partnership.

Algebra II - Data Tables

Algebra II – % 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	(%)						

* 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.

PCSS has been transitioning to Integrated Math for the last three years. Due to the change from the traditional path to the Integrated Math path, PCSS chose not the assess with the state assessments of Algebra I and II. Therefore, data is not available. This past summer, PCSS partnered with Metro Nashville in implementation of a Math-Science Partnership grant for Middle TN districts teaching the Integrated Math path. The grant took over 200 teachers through professional development at all three Integrated Maths through a two-week intense training. The MSP Integrated Math grant partnered with Tenn. Tech University and the Upper Cumberland districts while MNPS partnered with UT-Martin. As PCSS awaits the first year of TNReady implementation for Integrated Math, the teachers are collaborating with those who could not attend the grant and using the created pacing guides during the PD.

One teacher from White Plains Academy was part of the Math-Science Partnership.

Biology I - Data Tables

Biology I – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
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	(%)			

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.

Approximately six years ago, the district changed the sequence of its Science at the high schools. The current path of Physical World Concepts, Chemistry and Biology have seem to assist with improvement in achievement, growth, and ACT results. In 2011-12, the number of students proficient and advanced was at 58.6%. Three years later, a significant change in the proficiency rate have increased to 74% with the highest year being 2014 (79.5%). The only subgroups showed increase from 2014 to 2015 with the largest impacted subgroup being the Asian from 80% to 92.3% and Black, 65.4% to 68%. Several of the subgroups decreased from the year before: White (-5.5%), ED (-8.2%), SWD (-12.1%), ELL (-3.2%), Hispanic (-11.7%), White (-5%), and BHN (-5%). PCSS Biology ranks tied for 36th in the state among all high schools. This is the highest of all content areas and grade-levels.

One of the credits for the success in Biology must be given to the shift in sequencing. The progression change has fostered student preparation from rote memorization to conceptual understanding and the depth of thinking and application needed in preparation for Biology. The foundational skills taught and mastered in PWC allows for better application, thinking, and problem-solving
skills to be seen in both Chemistry and Biology.

US History - Data Tables

US History – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
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		(%)			

State Field tested all Social Studies during the 2014-2015 school year; therefore, no results from the Field Test was shared. Teachers in Social Studies are collaborating with English teachers to improve text complexity and writing within the Social Studies content in preparation for the new state assessment. A challenge is the continued use of non-fiction text across the curriculum.

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.

N/A

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.

In the District's and school's root cause analysis, growth in K-2 and high school continue to out preform their peers across the state. District composite levels in these areas are: K-2 - Composite (L5), Literacy (L3), Numeracy (L4), and Literacy/Numeracy (L4); and EOC - Composite (L5) and Literacy (L4). The district did not assess Math and US History in 2015. Both CTE Concentrators and Students maintained or out paced their peers. The state reported science growth separately for the first time in 2015 with all three high school results, EOC, CTE Concentrators, and CTE Students outpacing their peers scoring L5 and two 4's, respectively.

The challenge in overall district's growth comes in grades 4-8 in all four areas, Composite, Literacy, Numeracy, and Literacy/Numeracy falling behind the pace of their peers. It is the first time in four years that Numeracy did not significantly outpace their peers. The district has several content areas and grade-levels scoring both high achievement and growth: 2nd grade language, reading, and math; 3rd grade Math, ELA, and Science; ACT Explore and Plan; and EOC Biology I, English I and English II. The matrix uses the 50th mean NCE/Percentile and Level 3 to Level 5 growth as high/high. Two other content areas and grade-levels have high growth and the mean NCE/Percentile of 49: 8th grade ELA and Math. The other area the district notes is the quadrant of high achievement. Even though both quadrants of high achievement/low growth and high growth/low achievement have areas of challenges, they also can assist the district with why an area can be having success. Many of the districts grade and content areas having high achievement can pair with those grade and content areas that are having success in growth to improve what practices are working in each for their success. Six content areas and grade levels represent high achievement or high growth.

When peeling into other layers of TVAAS, the diagnostic reports also assists the district in determining strengths and areas of challenges. The district looks for patterns in content areas, then by grade-levels. This information allows the district and schools to look into curricular, instructional, structural, and leadership to determine next steps. In 2015, the distinct patterns appeared in high school and second grade. In four of the five high school EOCs, the second through fourth quintile outpaced their peers and previous cohorts. The same was true in second grade leaving the first and fifth quintiles as an area of challenge. Some exceptions to the high school pattern can be seen in Chemistry where the fifth outpaced, English I and II where the first quintile also outpaced their peers. English III is the only HS content areas in which all quintiles fell behind their peers in the state. This same pattern with English III is found in much of 4-8 ELA, Math and Science. Eighth grade is the only grade level with success in multiple quintiles in Math, where all quintiles except the third outpaced their peers. In ELA and Science only the first quintile grew beyond expectation. The only other quintiles outpacing their peers were 4th Science (3rd qu.), 6th Math (5th qu.), and 7th ELA (2 & 5 qu.).

Third grade had much better such than 4-8, but not quite as good as 2nd grade. In third grade, Math and Science showed above expected growth in quintiles 2 through 4 and 2nd grade Science (5th). English/Language Arts had two of the five quintiles outpacing their peers (2nd & 5th).

The district's strengths in both value-added and the diagnostic reports lead to the conclusion that the prioritized top three strengths are EOC Biology I and English I & II; ACT Explore and Plan; and Grades 2 and 3. The prioritized areas of challenges are as follows: 4-7 Math and ELA and 6th/8th Science; and EOC English III and Chemistry.

These priorities will drive the goals of the district aligned to professional development, spending of federal and general purpose funds, and PLC content in order to improve in these areas. Through PLCs and collaboration with teachers, the district noticed a lack of data review from various formative assessments. It also appears as though the focus shifted from student led learning to teacher lectures. In previous years, we saw an increase in high expectations and rigor. However, this year we noticed a reversal in instructional practices, away from the previous success. Continued focus on ELA, writing, and Math will drive decision-making for the district and schools. For the example, the work of the focus groups such as the Literacy Focus Team, Digital Transition Committee, school and district PLCs, the focus of district specialists in Early Literacy, Literacy, Math, ESL, and SPED, and the Superintendent's Teacher Advisory Council. Several School administrators have initiated focused Leadership teams structured with expectations and responsibilities focusing on the goals of the school and district.

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ACT - Data Tables

ACT Scores	Report as	2012-13	2013-14	2014-15
Composite	(Score)	15.5	14.6	
English	(Score)	14.4	13.7	
Math	(Score)	15.9	15.1	
Reading	(Score)	15.2	13.9	
Science	(Score)	16.2	15.3	

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

White Plains PLAN 2015:

Composite--46th percentile. Level 3 (LTG).
English-- 52nd percentile. Level 3 (LTG).   [Maintained their relative position from previous year]
Math-- 32nd percentile. Level 3 (LTG).
Reading-- 37th percentile. Level 3 (LTG).

Science-- 58th percentile. Level 4 (DG).   [Above their relative position from the year before]

The maintenance in percentiles for math/ELA and the climb for science prove that White Plains Academy should continue in its instruction and RTI for math and ELA; both are stressed in science classes.

WPA ACT 2015:
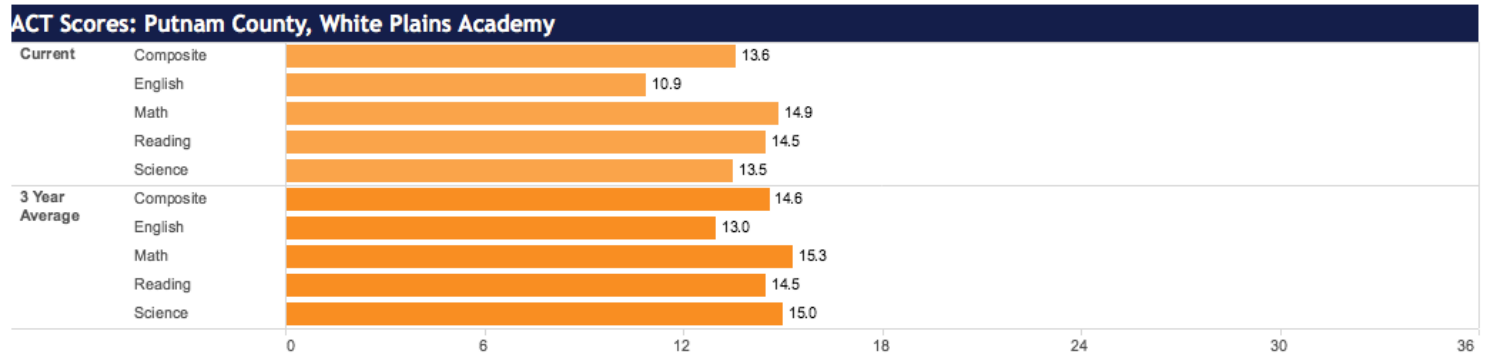
White Plains Academy 2015 data:

Composite-- 22nd percentile. Level 2 (LTR).   [Slightly below expectation, falling slightly below their
English-- 24th percentile. Level 2 (LTR).   relative position the year before]
Math-- 20th percentile. Level 2 (LTR).
Reading-- 20th percentile. Level 2 (LTR).

Science-- 25th percentile Level 3 (DG).   [At expectation, maintaining their position]

There are several factors in the slight decline of ACT scores at White Plains Academy. To begin with, most of the population at White Plains Academy has no plan to further their education past high school; their goal is to enter the work force immediately. Despite instruction, practice, and encouragement from faculty and administration, their efforts on the ACT are minimal. Furthermore, the students who do choose to go beyond a high school education have begun to realize their potential under the relatively new Tennessee Promise program, which gives them free tuition to the two-year state program of their choice (community college or technical school in the state of Tennessee), but the Tennessee Promise has no minimum ACT score required.   We have plans to continue instruction and practice on the ACT through research-based curriculum and online resources such as Shmoop.

Graduation Rate - Data Tables

Graduation Rate	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	(%)					

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

White Plains Academy, in supporting the district, began a focus on improving the graduation rate began in 2012. Strategies included the guidance office focusing on diploma attainment, utilizing the skills of two academic career coaches to begin career and college readiness beginning with 7th grade students and continuing through 12th grade, increasing access to personalized learning programs for credit intervention, credit recovery, and dual enrollment and possible attainment of an associates degree by graduation.

At White Plains Academy, some of the greatest progress has come through technology and students taking their classes online and/or at home. By doing so, they are able to finish classes early to gain additional credits where needed. We have had students work consistently over breaks and through the summer to finish classes to graduate early. At White Plains with the 1:1 student to device ratio, there is a definite need to increase PD on technology, such as Google, Blackboard,and other types of instructional platforms throughout the year. Most, if not all staff, has been trained on Google (beginning and intermediate levels) but continuous improvement through technology training is crucial for the continued success of our students.

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 had two students last year (2014-15) who participated in the SAILS program, a transitional math program for students who need remedial help before entering college. The two students then participated in the SAILS+ program, where they earned college credit for math. Both students earned B's and college credit for first-year math. We have several students who are planning to move into dual credit programs this year based on the success of students from last year.

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Student Enrollment - Data Tables

Student Enrollment	2012-13		2013-14		2014-15	
Represents student enrollment on October 1	#	%	#	%	#	%
ALL Students	76		76		64	
Economically Disadvantaged	-1	100	-1	100	54	84.4
Students with Disabilities	15	19.7	21	27.6	6	9.4
English Learners					1	1.6
Asian						
Black or African American			7	9.2	7	10.9
Hispanic or Latino			9	11.8	6	9.4
Native American / Alaskan Native						
Native Hawaiian / Pacific Islander						
White	68	89.5	60	78.9	51	79.7

Student Attendance - Data Tables

Student Attendance	Report as	2012-13	2013-14	2014-15
ALL Students (K-8)	(%)	91.7	89.2	89.3
Economically Disadvantaged (K-8)	(%)	91.6	89.5	88.7
Students with Disabilities (K-8)	(%)	90.7	86.5	88.4
English Learners (K-8)	(%)			
Asian (K-8)	(%)	97.5	89.4	86
Black or African American (K-8)	(%)	90.6	86.8	89.3
Hispanic or Latino (K-8)	(%)			
Native American / Alaskan Native (K-8)	(%)			
Native Hawaiian / Pacific Islander (K-8)	(%)			
White (K-8)	(%)	91.3	89.7	89.7
ALL Students (HS)	(%)	90.3	92.1	91.5
Economically Disadvantaged (HS)	(%)	87	89.4	91.4
Students with Disabilities (HS)	(%)	87.9	90.8	86.4
English Learners (HS)	(%)			
Asian (HS)	(%)			

Black or African American (HS)	(%)	86.1	95.4	95
Hispanic or Latino (HS)	(%)	95.3	95.7	91
Native American / Alaskan Native (HS)	(%)	78.5		
Native Hawaiian / Pacific Islander (HS)	(%)			
White (HS)	(%)	90.6	91.7	91

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)	23	13.2	25	16.3	11	6.7
Economically Disadvantaged	15	29.4	15	25.9		12.1
Students with Disabilities		24		24.2		14.3
English Learners						
Asian						
Black or African American		27.3		36.4		5.9
Hispanic or Latino				9.1		30
Native American / Alaskan Native						
Native Hawaiian / Pacific Islander						
White	18	11.8	20	15.4		5.1

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)		0		0		0
Economically Disadvantaged		0		0		0
Students with Disabilities		0		0		0
English Learners						
Asian						
Black or African American		0		0		0
Hispanic or Latino				0		0
Native American / Alaskan Native						
Native Hawaiian / Pacific Islander						
White				0		0

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.

White Plains Academy data:

Student Enrollment	2011-12		2012-13		2013-14	
	#	%	#	%	#	%
ALL Students	94		91		89	
Economically Disadvantaged						
Students with Disabilities						
English Learners						
Asian						
Black or African American						
Hispanic or Latino						
Native American / Alaskan Native						
Native Hawaiian / Pacific Islander						
White						

<u>White Plains Academy</u> (represents student enrollment as of Oct. 2014):

Enrollment All students: 64
Economically Disadvantaged Student Percent: 84.4%
Students with Disabilities: 6
Students with Disabilities Percent: 9.4%

Attendance & Promotion K-8: Putnam County, White Plains Academy

	0.0%	10.0%	20.0%	30.0%	40.0%
K-8 Average Daily Attendance Rate					
K-8 Promotion Rate					
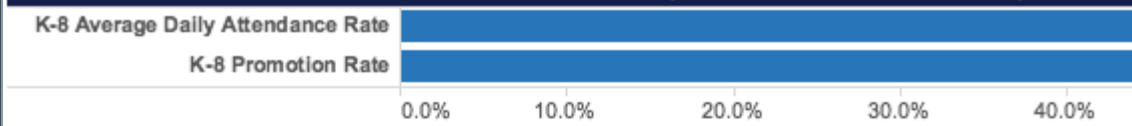
Attendance Rate - The average number of days students attend school as compared to the average number of day
Promotion Rate - Those students who are promoted to the next grade each year.

Attendance & Promotion 9-12: Putnam County, White Plains Academy

	0.0%	10.0%	20.0%	30.0%	40.0%
HS Average Daily Attendance Rate					
Event Dropout Rate	5.5%				
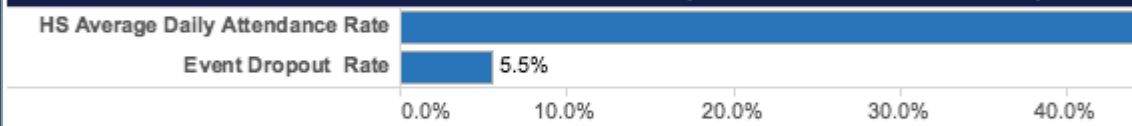
Cohort Dropout Rate - The percentage of those students entering the 9th grade that have dropped out by the end c
Event Dropout Rate - The percentage of all students in grades 9-12 that have dropped out in a given school year.

Discipline: Putnam County, White Plains Academy

	Suspension	
	Discipline Count	Discip
All Students	11	

Suspension - A student who is not allowed to attend school for a period of time not greater than ten days and remai

SAVE Act (Schools Against Violence in Education)
Based on the latest Tennessee Report Cards, White Plains Academy is a safe school system which meets all requirements annually. The three general requirements for a functional Emergency Operation Plan are Standard 1.0: Emergency Management, Standard 2.0: Prevention and Intervention, and Standard 3.0: Policies and Procedures. The process assists at both the district and school level in emergency preparedness and response. Putnam County School
System is Save Act compliant.

Safety Team
White Plains Academy has current safety plans and procedures in place that are in compliance with the State of Tennessee Save Act. We coordinate with the Local Emergency Planning Commission, Algood Police Department, and Trinity Assembly to develop all school level safety plans. Also included in the plan development are representatives from the local Emergency Management Agency, Emergency Medical Services, Sheriff's Department, Fire Department, and Cookeville Regional Medical Center.

Emergency Communication Plan
White Plains Academy has an active School Emergency Response Team. White Plains Academy actively participates in required drills for fire, severe weather, active intruder, earthquake, lock down, and evacuation drills. White Plains Academy also participates in

countywide disaster drills involving multiple county and state agencies. White Plains Academy is a restricted campus. Putnam County Board of Education has purchased security doors and cameras for all school campuses. All buses have been equipped with camera access and recording capabilities.

Safe and Supportive Schools
The Putnam County Sheriff's department, school system, and local government have added six additional School Resource
Officers to bring the total number of officers now serving our system to nine officers. White Plains Academy has a sheriff's deputy or SRO officer walk through at least 3 times a week during school hours.

Incentive Health Programs
Our Coordinated School Health Department has received a community donation to establish incentive health programs
for teachers to relieve stress. The Director is allocating time for full-day visits at each school to meet with teachers, visit
classrooms, hear concerns, and show support for the staff. Supervisors are also being encouraged to make at least two
non-business related visits to schools each week.

White Plains Academy's overall suspensions have increased over the past 3 years. As our enrollment increases throughout the year, so does our discipline. Since the implementation of School Wide Positive Behavior Support (SWPBS), our overall discipline and minor offenses within the building and classroom have decreased about 40-45%, based on discipline data. We plan to continue using SWPBS to assist students in decision-making and to promote a positive school climate. The percentage of students being suspended from subgroups reflects the overall student distribution for Putnam County. There is no disparity among subgroups.

White Plains Academy uses a variety of resources such as online courses, social workers, and school counselors to address student needs and decrease discipline issues. White Plains Academy proactively uses a support team system to identify at-risk students with behavioral and emotional needs. Support team decisions help identify programs for these students to reduce the number of discipline occurrences. Also, when students enter and leave White Plains Academy, they review an intake/outtake guideline on how to handle the transition to and from other schools. Parents are notified about this transition during the meeting. White Plains Academy makes that transition as smooth as possible for the students and parents by having a support team direct that student on their individual needs within the school and within the classroom.

At White Plains Academy, there are behavioral programs in place for ELL, general education, and Special Education students at all grade levels. There is an initial line of inquiry to identify slow triggers, fast triggers, and antecedents to specific behaviors. This team then draws up a behavioral plan for the student to help avoid suspensions.

White Plains Academy sends home a Family Engagement (FE) survey each January. The results of that survey show that our
areas of greatest strength are in students being treated fairly, students and families feeling welcomed, a safe
environment, and communication with the community and stakeholders. Some of our greatest needs of improvement according to the FE survey are keeping parents informed and parents understanding the standards to which we hold their children.

From Power of Putnam school surveys we have received from parents, students, stakeholders, and community members, areas of notable strength include the following:

1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.
2. The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Some areas of improvement needed were the following:

1. The school has resources and provides services that support its purpose and direction to ensure success for all students.
2. The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. Thanks to our Assistant Director, we are now starting to be able to generate valuable data to drive our instruction. The data helps White Plains Academy teachers personalize their teaching methods for individual students.

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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	5		6		7	
Teaching Staff (Certified) – Number of Teachers	13		13		13	
1 to 3 years	0		0	0	1	8
4 to 10 years	0	0	0	0	0	0
11 to 20 years	4	31%	4	31%	3	23
21 + years	9	69%	9	69%	9	69
Teacher attendance rate						
Level 1 Teachers	0		1		0	0
Level 2 Teachers	1		1		4	36
Level 3 Teachers	4		2		6	54
Level 4 Teachers	7		1		1	0.09
Level 5 Teachers	1		8		0	0

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	180	180
Length of school day – Instructional minutes	(#)	330	330	330

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 / Student Interventions & Supports

A Response to Instruction and Intervention framework is used to provide an ongoing process of instruction and intervention that
allows students to progress at all levels, particularly those students who are struggling or advancing.

This framework provides:
high quality instruction aligned to the TNReady Standards, instructional decisions driven by ongoing formative assessment and
additional time beyond the allotted core instruction for more explicit and intensive research-based interventions if needed. At White
Plains, universal screeners are given three times a year to assist in the identification of students at risk of academic failure, and
student progress is monitored during all stages of intervention. White Plains has a data analysis team consisting of three teachers,
a counselor, and an administrator that meets regularly to monitor student progress and drive differentiated instruction consistently.
With this structure in place, all students receive a minimum of 120 minutes of core instruction, followed by 45 additional minutes in a
Tier II setting with high-performing teachers intervening with the most struggling students working on sub-skill deficits. Tier III
students receive direct instruction from specialists with concentration of sub-skill deficit. We have worked hard to establish our RTI2 program here, giving weekly probes and monthly testing using EasyCBM and other research-based reading and math interventions in order to establish growth, especially in our lowest quintiles in math and reading. During the second year of system-wide RTI2 implementation, WPA feels it is on par with the rest of the district in reading and math intervention classes.

Professional Development

As far as professional development is concerned, all staff at White Plains Academy are required to participate in a minimum of five days of professional learning each school year. For 2015-2016, required day topics are centered around the School Learning Leader Team trainings growing out of the 3-day summer trainings provided by the State Department, RTI2 implementation through School Data Teams, and Content Area PLC's focused on increasing rigor in the classroom through implementation of higher order thinking strategies, developing/editing
curriculum maps and pacing guides, and building capacity to provide a highly effective teacher for each student at White Plains
Academy. In addition to the five required days, teachers are paid a stipend for up to 3 days of training centered around the TEAM
Instructional rubric. Teachers are asked to choose trainings that enhance areas of reinforcement and boost areas of refinement.
Topics include but are not limited to Reading and Writing, Literacy Strategies, Differentiated Instruction, Learning Focused Next
Generation, STEM, Framework for Learners of Poverty, Classroom Management and Standards based learning, and most recently
Google and Google Classroom. All professional development activities are tracked through My Learning Plan, an online portal
available 24/7. Through this portal, teachers evaluate each training session and reflect on effectiveness of implementation in their
classrooms.staff and faculty engage in PD that benefits our population the most, which includes training in poverty education, literacy and numeracy instruction/best practices, and classroom

management.

Highly Qualified & Effective Teachers

The District has clearly defined processes for hiring and placing personnel. Putnam County has implemented New Leaders for the
hiring of administrators. This is an intensive two-day schedule that includes interviews, data analysis and improvement planning,
role-play scenarios and report writing. The implementation of New Leaders helps ensure that the best candidates are selected
from pools of interested applicants.

At White Plains Academy, the principal posts job openings through the on-line portal. He then reviews applicant resumes, interview
candidates and make recommendations for hiring school personnel. All new employees must undergo finger printing, background
checks and health screenings before the hiring process is finalized. The principal reviews any testing/evaluation data of applicants
who come to the system with years of experience. He also utilize an interview committee which includes appropriate content-area
teachers.

Newly hired certified employees are required to attend a 3-day New Teacher Orientation which thoroughly acquaints new hires
with the system processes, procedures and expectations. White Plains Academy assigns new teachers mentors who lend
support in acclimating them to their new surroundings.

White Plains teachers are also part of the PASS(Putnam Achieving Student Success) model which is a strategic compensation
model to raise academic standards and student achievement district-wide by recognizing, reinforcing and rewarding educator
excellence.

Putnam utilizes the TEAM Evaluation Model to support teachers in their growth. Certified personnel conduct observations according
to TEAM guidelines and record scores in CODE. Areas of reinforcement and refinement are identified and discussed. Professional
development is assigned as needed.

Technology

WPA is proud that it has a 1:1 ratio for technology. We have laptop and desktop computers available at all times for all students. Many of our teachers use blended learning, and our population has had a huge positive reaction to online learning, which is reflected in their attitudes, behavior, and test scores.

White Plains Academy is a benefactor of a modern network infrastructure that offers users a Gigabit LAN connection as well as
updated wireless access throughout the school. 80% of our classrooms have an Interactive whiteboard and projector installed
that allows for daily instructional use. All teachers are assigned a district laptop to use in their lesson preparation, digital grade book management in PowerSchool SMS and other job-related duties. In the last two years through Title funding and a UTrust grant, we have received over 100 Chromebooks. As a result, students have access to many technology resources. White Plains Academy also has computer lab with 19 Apple Computers and an Apple laptop mobile cart with 25 laptops. The system introduced student Google accounts several years ago that allow for e-mail, document sharing, and other applications that enable collaboration and flipped instructional delivery methods between student and teacher. Within the last year, White Plains Academy has also introduced Google Classroom, which is designed to help teachers create and collect assignments paperlessly, including time-saving features like the ability to automatically make a copy of a Google Document for each student. It also creates Google Drive folders for each assignment and for each student to help keep everyone
organized.

Weaknesses and challenges as related to technology do exist as evident in the challenge of providing increased funding for ongoing
equipment updates and maintenance of existing technology devices. The diverse collection of Technology systems, from software
platforms to IP security systems is also a challenge to maintain for a relatively small team of technicians. Some steps have been
taken to standardize existing systems and platforms that has lessened but not eliminated the challenge, thus more work remains
within that area. A focus on technology integration and the necessary training opportunities for faculty and staff is a challenge but
has been improved by providing many hours of training targeted at Google Apps implementation.

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

White Plains Academy has taken a proactive approach to parent and community involvement. White Plains Academy Parent
Involvement, Parent Compacts, and Family Engagement activities give clear evidence that the school holds parent and community involvement as an integral part of student success. White Plains Academy Parent Involvement Committees meet three times of year to plan a minimum of three activities (math and literacy nights, data chats, make and take events, testing nights, etc.) with the purpose of involving the family in closing achievement gaps that align with both the district and the school's School Improvement Plan. Also the Putnam County School district offers "Parents Encouraging Parents (PEP) Talks" in the community on a weekly basis, covering a wide range of topics with parents from 8 - 10 schools typically represented weekly. These talks have also been videotaped by local public television and are available via YouTube.

In the past, White Plains Academy has participated with our local PBS television station, WCTE, in offering classes with the "Road Trip Nation" curriculum, and we hope to participate in WCTE's American Graduate project.

At White Plains Academy, we meet with parents and students upon entering (intake), where we discuss policies, procedures, and expectations. This also takes place as students exit to their home schools (outtake).

Community partnerships are important to White Plains Academy. White Plains Academy has 3 school adopters, The Cookeville Breakfast Rotary Club, The Cookeville Noonday Rotary Club, and Back to Health Chiropractic, which offer additional resources and support. White Plains Academy also partners with Life Church in a Backpack Program which involves community organizations, adopters, businesses and churches who each Friday fills backpacks with food for students for the weekend. Approximately 50-75 students benefit from this program a week. In addition to business and church partners, WPA has received support from interested individuals, whose number is growing annually.

White Plains Academy takes part in the READ 20 campaign that has been initiated in the Community to encourage parents to read with their children at least 20 minutes per day from birth on. Related posters, presentations to civic organizations, Cookeville Regional Medical Center, preschools, Mothers' Day Out programs, various medical facilities are just a beginning for the district crusade to encompass the community with the importance of literacy from childbirth through adulthood. The Breakfast Rotary Club holds a Career Day for students at White Plains every year. The challenge for White Plains Academy is to continue to find additional, innovative means of involving parents and the community to the individual commitment to our children's education and success.

Communicating Assessment Results

White Plains Academy has made efforts to communicate students' assessment results to parents, stakeholders, and the community, both individual scores and group scores.

On intake and outtake, parents and guardians are made aware of both MAP testing, which takes place three times a year, and other test results, which are also available on our school website. WPA is fortunate to have several community volunteers who come on a regular basis to our school and who also serve on several committees, such as Title I, Family Engagement, and School Improvement.

Parents/guardians are informed of assessment results during requested parent meetings or IEP meetings.   Efforts are also made to send home progress reports and report cards every term; we provide translations wherever necessary for non-English speaking homes.

White Plains welcomes any interested parent, community member, or stakeholder to visit our school or classrooms.

Putnam County (710) Public District - FY 2016 - White Plains Academy (710-0105) Public School - School Plan - Rev 0

* 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.

1. Gap closure in 5-8 Math/ELA
2. Increase Attendance
3. Reduce Discipline

1. 5-8 math and ELA have emerged as significant areas of challenge at White Plains Academy. Because we receive students from all middle schools in the district, causes of this challenge reflect challenges in the district, which include a later start with implementation of the new TNReady Standards, incomplete implementation of alignment and pacing, and the lack of implementation of writing across curriculum in K-12.   Teachers must close achievement and growth gaps in the classroom on the Tier 1 level by communicating the importance of rigor while addressing Tier 2 and 3 needs in RTI.

2. The challenge of increasing attendance can be addressed by the following: improving communication to parents in parent-friendly language during the intake process, utilizing community resources to bring speakers and special events geared towards our students' needs, increasing parent involvement in WPA activities, and continuing the SWPBS (School-Wide Positive Behavior Support) program, in which we stress attendance as one of our expectations.

3. As White Plains Academy is an alternative school, discipline is a unique challenge for us. WPA, like the district, emphasizes to parents and faculty the importance of meeting the needs of the whole child; we work every day to meet the physiological, safety, emotional, and self-esteem needs of our population. The social and emotional rehabilitation of our students must take place while academic needs are being established and met. We are proud of the fact that SWPBS has been a success over the past four years; however, there is always room for improvement. Consistency among teachers is a priority when it comes to following the tenets of our behavior program. Faculty must communicate with each other weekly any issues concerning social/emotional needs of our students which might impact discipline.

Putnam County (710) Public District - FY 2016 - White Plains Academy (710-0105) Public School - School Plan - Rev 0

Plan Items ( )

G 1) District-Level: English Language Arts - **School-Level: English Language Arts**

Description:

District-Level: In the 2015-2016 school year, Grades 4 -8 and English III will score at least a Level 3 for growth and reach the 50th Mean NCE (4-8); 50th Mean Percentile (English III) in achievement.

School-Level: In the 2015-2016 school year, Grades 4-8 and English III will score at least a Level 3 for growth and reach the 50th Mean NCE (4-8); 50th Mean Percentile (English III) in achievement.

Performance Measure:

District-Level: During the root cause analysis, the Value-Added report will determine the growth and achievement levels for all grade-levels and content area. Tracking will occur throughout the year using NWEA MAP benchmark data for grades 4 - 8 (Fall, Winter, Spring) with the majority of our English III students also having this measure as a baseline.

School-Level: During the root cause analysis, the MAP benchmark will determine baseline and achievement levels for all grade-levels and content area. Tracking will occur throughout the year using NWEA MAP benchmark data for grades 4 - 8 (Fall, Winter, Spring) with the majority of our English III students also having this measure as a baseline.

S 1.1) District-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance**

Description:

District-Level: Provide focused ongoing, high-quality professional learning aligned to the TEAM rubric for district personnel, administrators, teachers and other instructional staff to impact gaps in student achievement.

School-Level: Provide focused ongoing, high-quality professional learning aligned to the TEAM rubric for district personnel, administrators, teachers and other instructional staff to impact gaps in student achievement.

As 1.1.1) PD and PLCs

Description:

White Plains Academy will implement targeted professional learning and PLCs for all faculty (100% HQ). White Plains has instituted a yearly Poverty Training using district trainers. WPA teachers have communal planning time, which is used for PLCs and curriculum alignment. WPA has a representative on the district Literacy Focus Team, whose goal is to develop 5-year plan to address state mandate and to raise student achievement for all students.

Benchmark Indicator:

Attendance and evaluations in the district professional learning platform, My Learning Plan (MLP); analysis of MLP data; alignment of professional learning with TEAM evaluation areas of refinement and professionalism; strategic compensation options. Evidence of dissemination of professional learning gained at these trainings with colleagues.

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/31/2016

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

As 1.1.2) District Instructional Specialists (ELA)

Description:

District Instructional Specialists will lead PLC's. They will facilitate data chats, model best practices for teachers and provide additional resources as needed relating to achievement gaps, TEAM evalutions, and District Strategic Compensation Plan (PASS).

Benchmark Indicator:

MAP, Benchmark testing, TCAP, TEAM rubric, PASS

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

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

As 1.1.3) Participate in state provided Reading and Reading Intervention Courses

Description:

Participate in state provided Reading and Reading Intervention Courses

Benchmark Indicator:

MLP evaluations, TEAM evaluation (refinement areas)

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

S 1.2) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels.**

Description:

District-Level: Provide and implement interventions and differentiated instruction in all content areas and for all grade levels, quintiles, and identified subgroups to increase student achievement and focus on gap closures to support classroom instruction.

School-Level: Provide and implement interventions and differentiated instruction in all content areas and for all grade levels, quintiles, and identified subgroups to increase student achievement and focus on gap closures to support classroom instruction.

`AS` 1.2.1) Improve performance of children with IEPs on statewide assessments

Description:

Provide support and training to General and Special education teachers on strategies and ways to differentiate instruction to support the SWD who are in their classrooms.

Benchmark Indicator:

MLP-Opportunity, attendance and evaluation. MAP universal screening results, and weekly RTI probes.

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Use of Assessments for Improving Performance
	Timely Assistance
	Coordination of Programs

`AS` 1.2.2) Use of a consistent universal screener across the district (MAP) and common assessments.

Description:

All schools (K-12) in the district will use MAP as the universal screener to allow collection and analysis of longitudinal data as learning gaps are addressed.

Benchmark Indicator:

MAP test results

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Use of Assessments for Improving Performance
	Coordination of Programs

`AS` 1.2.3) Extended Learning Time through LEAPS, 21stCC, and other programs for at-risk students.

Description:

At risk students will have extended learning time through before school programs and during the school day.

Benchmark Indicator:

 MAP and home school data

Person Responsible:

 Joe Matheney

Estimated Completion Date:

 5/16/2016

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Coordination of Programs
	Use of Assessments for Improving Performance

[s] 1.3) District-Level: Technology to support personalized learning - **School-Level: Technology to support personalized learning**

Description:

District-Level: Increase access and integration of technology to support personalized learning through differentiated classroom instruction.

School-Level: Increase access and integration of technology to support personalized learning through differentiated classroom instruction.

[As] 1.3.1) Continue progress toward digital conversions (1:1)

Description:

 Increase student access, teacher and student proficiency in technology use, and use of Google Apps

Benchmark Indicator:

 TEAM rubric-observations and walk-throughs, teacher/student survey

Person Responsible:

 Joe Matheney

Estimated Completion Date:

 5/16/2016

Component	Item Name
School-wide Plan	Needs Assessment
	Professional Development

[s] 1.4) District-Level: Communication - **School-Level: Communication**

Description:

District-Level: Strengthen and promote communication to all stakeholders for transparency and to increase awareness and involvement of parents and the community.

School-Level: Strengthen and promote communication to all stakeholders for transparency and to increase awareness and involvement of parents and the community.

AS 1.4.1) Strengthen Community and Family Involvement

Description:

Continue to strengthen our community and family involvement through PEP Talks, Ready for Kindergarten, Highlands Workforce Development, and school level Family Engagement events.

Benchmark Indicator:

Close ELA achievement gaps through collaboration of school/home support

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Increase Parental Involvement
	Coordination of Programs

AS 1.4.2) Social Media

Description:

Use social media tools (Facebook and Twitter), district web page, and messaging system to enhance community awareness and communication.

Benchmark Indicator:

Close ELA achievement gaps through collaboration of school/home support

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Increase Parental Involvement

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

Description:

District-Level: In 2015-2016, Grades 4 - 8 and high school Integrated Math will score at least a level 3 in growth with 50% (10/20 - grades 4 - 8; 8/15 - HS Integrated Math) of the quintiles in these grades maintaining or outpacing their peers; with the initial year of TNReady, 50% of the schools will maintain or exceed the percentage of students proficient.

School-Level: In the 2015-2016 school year, Grades 4-8 and high school Integrated Math will score at least a Level 3 for growth and reach the 50th Mean NCE (4-8); 50th Mean Percentile (Integrated Math) in achievement.

Performance Measure:

District-Level: The Value-Added and Diagnostic Reports at the district will assist in determination of meeting this goal for growth. The district will use the School-level Base File from the state accountability website to track the achievement measure. Throughout the year, NWEA MAP reports will assist the district in monitoring the progress of student growth and percentage of achievement.

School-Level: During the root cause analysis, the MAP benchmark will determine baseline and achievement levels for all grade-levels and content area. Tracking will occur throughout the year using NWEA MAP benchmark data for grades 4 - 8 (Fall, Winter, Spring) with the majority of our Integrated Math students also having this measure as a baseline.

⑤ 2.1) District-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance**

Description:

District-Level: Provide focused ongoing, high-quality professional learning aligned to the TEAM rubric for district personnel, administrators, teachers and other instructional staff to impact gaps in student achievement

School-Level: Provide focused ongoing, high-quality professional learning aligned to the TEAM rubric for district personnel, administrators, teachers and other instructional staff to impact gaps in student achievement

As 2.1.1) PD and PLCs

Description:

White Plains Academy will implement targeted professional learning and PLCs for all faculty (100% HQ). White Plains has instituted a yearly Poverty Training using district trainers. WPA teachers have communal planning time, which is used for PLCs and curriculum alignment. WPA has a representative on the district Literacy Focus Team, whose goal is to develop 5-year plan to address state mandate and to raise student achievement for all students.

Benchmark Indicator:

Attendance and evaluations in the district professional learning platform, My Learning Plan (MLP); analysis of MLP data; alignment of professional learning with TEAM evaluation areas of refinement and professionalism; strategic compensation options. Evidence of dissemination of professional learning gained at these trainings with colleagues.

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

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

As 2.1.2) District Instructional Specialists (Math)

Description:

District Instructional Specialists will lead PLC's. They will facilitate data chats, model best practices for teachers and provide additional resources as needed relating to achievement gaps, TEAM evalutions,

and District Strategic Compensation Plan (PASS).

Benchmark Indicator:

MAP, Benchmark testing, TCAP, TEAM rubric, PASS

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

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

`AS` 2.1.3) Participate in State-Provided Math Intervention Courses

Description:

Participate in State-Provided Math Intervention Courses

Benchmark Indicator:

MLP evaluations, TEAM evaluation (refinement areas)

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

`S` 2.2) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels.**

Description:

District-Level: Provide and implement interventions and differentiated instruction in all content areas and for all grade levels, quintiles, and identified subgroups to increase student achievement and focus on gap closures to support classroom instruction.

School-Level: Provide and implement interventions and differentiated instruction in all content areas and for all grade levels, quintiles, and identified subgroups to increase student achievement and focus on gap closures to support classroom instruction.

`AS` 2.2.1) Improve performance of children with IEPs on statewide assessments

Description:

Provide support and training to General and Special education teachers on strategies and ways to differentiate instruction to support the SWD who are in their classrooms.

Benchmark Indicator:

MLP-Opportunity, attendance and evaluation. MAP universal screening results, and weekly RTI probes.

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Timely Assistance
	Coordination of Programs
	Use of Assessments for Improving Performance

AS 2.2.2) Use of a consistent universal screener across the district (MAP) and common assessments.

Description:

All schools (K-12) in the district will use MAP as the universal screener to allow collection and analysis of longitudinal data as learning gaps are addressed.

Benchmark Indicator:

MAP test results

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Coordination of Programs
	Use of Assessments for Improving Performance

AS 2.2.3) Extended Learning Time through LEAPS, 21stCC, and other programs for at-risk students.

Description:

At risk students will have extended learning time through before school programs and during the school day.

Benchmark Indicator:

MAP and home school data

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Coordination of Programs
	Use of Assessments for Improving Performance

[S] 2.3) District-Level: Technology to support personalized learning - **School-Level: Technology to support personalized learning**

Description:

District-Level: Increase access and integration of technology to support personalized learning through differentiated classroom instruction.

School-Level: Increase access and integration of technology to support personalized learning through differentiated classroom instruction.

[AS] 2.3.1) Continue progress toward digital conversions (1:1)

Description:

Increase student access, teacher and student proficiency in technology use, and use of Google Apps

Benchmark Indicator:

TEAM rubric-observations and walk-throughs, teacher/student survey

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Needs Assessment
	Professional Development

[S] 2.4) District-Level: Communication - **School-Level: Communication**

Description:

District-Level: Strengthen and promote communication for transparency and to all stakeholders to increase awareness and involvement of parents and the community.

School-Level: Strengthen and promote communication to all stakeholders for transparency and to increase awareness and involvement of parents and the community.

[AS] 2.4.1) Strengthen Community and Family Involvement

Description:

Continue to strengthen our community and family involvement through PEP Talks, Ready for Kindergarten, Highlands Workforce Development, and school level Family Engagement events.

Benchmark Indicator:

Close Math achievement gaps through collaboration of school/home support

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide	Increase Parental Involvement

Plan   Coordination of Programs

AS 2.4.2) Social Media

Description:

    Use social media tools (Facebook and Twitter), district web page, and messaging system to enhance community awareness and communication.

Benchmark Indicator:

    Close Math achievement gaps through collaboration of school/home support

Person Responsible:

    Joe Matheney

Estimated Completion Date:

    5/16/2016

Component	Item Name
School-wide Plan	Increase Parental Involvement

G **3) District-Level: Early Literacy/Foundational Reading Skills - School-Level: Literacy/Language Arts**

Description:

District-Level: In 2015-2016, 60% of students in grades PreK-2 will be reading on grade level in order to reach our ultimate goal: 90% of 3rd grade students reading on grade level.

School-Level: WPA will continue support of district goal: 90% of 3rd grade students will be reading on grade level by including the importance of reading at grade level: through parent involvement ELA activities, Read 20 program, promote Early Learning Literacy.

Performance Measure:

District-Level: The district will use the 50th percentile/NCE as the measure for a student meeting grade-level expectations in the tracking and reporting of its performance for third grade students. Both, NWEA MAP data will be tracked throughout the year to assist the district on progress toward meeting expectation of the goal; however, TVAAS percentiles in the Custom Student Diagnostic Report will be used to finalize the progress of the goal.

School-Level: Parent Engagement meetings

S **3.1) District-Level: Early Literacy - School-Level: Early Literacy**

Description:

District-Level: Promote effective parental involvement with all stakeholders in the planning, implementing, and evaluating of district improvement activities to promote the importance of reading to all children beginning at birth through individual homes, schools, daycares, pediatricians' offices, Head Start Programs, and media - involving a large circle of all stakeholders.

School-Level: Promote effective parental involvement with all stakeholders in the planning, implementing, and evaluating of district improvement activities to promote the importance of reading to all children beginning at birth through individual homes, schools, daycares, pediatricians' offices, Head Start Programs, and media - involving a large circle of all stakeholders.

AS 3.1.1) Birth to 5 Initiative for WPA Student Parents

Description:

WPA will provide Bto5 Initiative training for children of WPA student parents in order to promote the district's effort to improve literacy skills in young learners and achieve the goal of 90% of third grade students reading on grade-level and to promote the advancement of fundamental literacy skills in young learners through second grade.

Benchmark Indicator:

Participation, Sign-in sheets, Evaluation of event

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Increase Parental Involvement
	Coordination of Programs
	Transitioning Preschool Students

AS 3.1.2) "20 Minutes a Day" Reading

Description:

Enlist the assistance of Parents, Teachers, Students, and all other Stakeholders to read 20 minutes a day in coordination with Early Learning/Literacy Coordinators to promote "20 Minutes a Day" throughout the community. Schools will make it a standing agenda item for Family Engagement activities and communication.

Benchmark Indicator:

Parent sign-ins, ELA benchmarks

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Increase Parental Involvement
	Coordination of Programs

G 4) District-Level: Meet all four ACT College and Career Readiness Benchmarks - **School-Level: Meet all four ACT College and Career Readiness Benchmarks**

Description:

District-Level: By 2018, a minimum of 30% of the District's Graduating Class will meet all four of the ACT College and Career Readiness Benchmarks.

School-Level: By 2018, the Graduating Class ACT data for meeting all four ACT College and Career Readiness Benchmark will meet and/or exceed the state average. 19% of the students in the graduating class of 2015 met all four ACT College and Career Readiness Benchmarks.

Performance Measure:

District-Level: Increase of 1 to 2 percentage points in 2015-2016 school year

School-Level: Step increase of 0.1% each year from 2016 - 2018.

[S] 4.1) District-Level: Increase number of students who meet ACT College and Career Readiness benchmarks - **School-Level: Increase number of students who meet ACT College and Career Readiness benchmarks**

Description:

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

[AS] 4.1.1) Implement ACT preparation tools at WPA

Description:

Provide additional curriculum opportunities for EXPLORE and ACT preparation. White Plains will partner with VITAL in implementing free on-line programs such as Shmoop which offers EXPLORE and ACT preparation.

Benchmark Indicator:

ACT data, Shmoop assessment data

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/22/2015

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Coordination of Programs
	Use of Assessments for Improving Performance

[AS] 4.1.2) Career/ Higher Ed Awareness

Description:

Continue to educate students on post-secondary opportunities and strengthen our community and family involvement through Highlands Workforce Development, CHEC (Cookeville Higher Education Campus), local businesses, and Breakfast Rotary Club.

Benchmark Indicator:

Evaluation of event, collaboration with involved agencies, student survey

Person Responsible:

Joe Matheney

Estimated Completion Date:

12/18/2015

Component	Item Name
School-wide	Coordination of Programs

Plan School-wide Reform Strategies

Transitioning Preschool Students

AS 4.1.3) Pathways to Prosperity

Description:

Overall goal is to improve graduation rates, introduce students to job readiness, education, and skill development for future workforce. By creating awareness and helping students to make connections and see opportunities, they will make class selections more closely aligned to career expectations. District job coaches will work with students throughout the year.

Benchmark Indicator:

Kuder inventory, student interest, and job coach evaluations

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	School-wide Reform Strategies
	Coordination of Programs
	Needs Assessment
	Transitioning Preschool Students

G 5) District-Level: Meet the needs of the whole child - **School-Level: Meet the needs of the whole child**

Description:

District-Level: Provide a comprehensive approach to health, safety, and well-being of the whole child.

School-Level: Provide a comprehensive approach to health, safety, and well-being of the whole child.

Performance Measure:

District-Level: Decrease health and behavior incidents by 0.3%, decrease suspensions (in/out) by 0.2%, and decrease expulsions by 0.3%; increase attendance by 0.2%; monitored each semester.

School-Level: Decrease health and behavior incidents by 0.3%, decrease suspensions (in/out) by 0.2%, and decrease expulsions by 0.3%; increase attendance by 0.2%; monitored each semester.

S 5.1) District-Level: Whole School Culture - **School-Level: Whole School Culture**

Description:

District-Level: Support a whole-school culture to achieve social and academic gains while minimizing problem behavior for all students.

School-Level: Support a whole-school culture to achieve social and academic gains while minimizing problem behavior for all students.

AS 5.1.1) Strengthen Community and Family Involvement

Description:

Continue to strengthen our community and family involvement through PEP Talks, Ready for Kindergarten, Highlands Workforce Development, and school level Family Engagement events. WPA also has many guest speakers and interested individuals who provide the student body with outside viewpoints on employment and life skills.

Benchmark Indicator:

Evidence that student needs are being met, Family Engagement Survey results, mentoring program participation

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Increase Parental Involvement
	Coordination of Programs
	School-wide Reform Strategies

AS 5.1.2) Adult advocacy for every child

Description:

Promote adult advocacy for every child through both intake and outtake meetings, as well as homeroom assignments who meet daily.

Benchmark Indicator:

Evidence that student needs are being met, Family Engagement Survey results, mentoring program through homeroom participation, grief support program participation

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Coordination of Programs
	School-wide Reform Strategies

AS 5.1.3) Safe learning environment

Description:

Ensure a safe learning environment for all students and staff by implementing school safety plans and routines coordinated with local emergency management agencies.

Benchmark Indicator:

Participation in safety drills, SERT Team trainings, school safety plan reviews, safety inspections

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Coordination of Programs

AS 5.1.4) Enhance lifetime wellness and support academic achievement

Description:

Provide health screenings to enhance lifetime wellness and support academic achievement.

Benchmark Indicator:

Vision, hearing, and other screenings as needed.

Person Responsible:

Joe Matheney

Estimated Completion Date:

5/16/2016

Component	Item Name
School-wide Plan	Needs Assessment
	Coordination of Programs

Putnam County (710) Public District - FY 2016 - White Plains Academy (710-0105) 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

White Plains Academy needs assessment are (Aligned to First to the Top Goals) 1. White Plains Academy has a goal of Level 3 in growth for Alg. II scores on the End of Course exam (including all subgroup). 2. White Plains Academy student Biology I scores (including all subgroup) on the End of Course exam will increase to Level 3 in 2015-2016. 3. Eng II scores (including all subgroup) will increase to Level 3 in 2015-2016. Subgroup Goals: (List each subgroup individually) 1. As White Plains Academy is above 73% ED, all K-8, Bio, Alg. I, Alg. II, Eng. II, and Eng. III scores will increase to Level 3. 2. White Plains Academy SWD Eng. II achievement scores will continue to improve at a rate of 5 % per year. 3. White Plains Academy SWD Alg. I scores will continue to improve at a rate of 5% per year. 4. As Putnam County Schools move from a predominately white population to a more diverse student body, it is expected that WPA will meet students' needs, and that each ethnic subgroup (B,H,NA) will meet the benchmarks set by the district for Eng. II, Alg. I, and Alg. II with no difference between the percentage of students proficient and advanced. White Plains Academy will continue to meet or exceed the attendance of 93% for grades K-12 and meet or exceed the graduation rate of 90%. All White Plains Academy teachers will continue in weekly PLC's and required PD to work on curriculum mapping for subject specific areas. Also, math teachers will go to state required TransMath to help close subgroup gaps in special education.

[G] 1) District-Level: English Language Arts - **School-Level: English Language Arts**

[S] 1.1) District-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance**

[AS] 1.1.1) PD and PLCs

[AS] 1.1.2) District Instructional Specialists (ELA)

[S] 1.2) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels.**

[AS] 1.2.3) Extended Learning Time through LEAPS, 21stCC, and other programs for at-risk students.

[S] 1.3) District-Level: Technology to support personalized learning - **School-Level: Technology to support personalized learning**

    [AS] 1.3.1) Continue progress toward digital conversions (1:1)

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

    [S] 2.1) District-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance**

        [AS] 2.1.1) PD and PLCs
        [AS] 2.1.2) District Instructional Specialists (Math)

    [S] 2.2) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels.**

        [AS] 2.2.3) Extended Learning Time through LEAPS, 21stCC, and other programs for at-risk students.

    [S] 2.3) District-Level: Technology to support personalized learning - **School-Level: Technology to support personalized learning**

        [AS] 2.3.1) Continue progress toward digital conversions (1:1)

[G] 4) District-Level: Meet all four ACT College and Career Readiness Benchmarks - **School-Level: Meet all four ACT College and Career Readiness Benchmarks**

    [S] 4.1) District-Level: Increase number of students who meet ACT College and Career Readiness benchmarks - **School-Level: Increase number of students who meet ACT College and Career Readiness benchmarks**

        [AS] 4.1.1) Implement ACT preparation tools at WPA
        [AS] 4.1.3) Pathways to Prosperity

[G] 5) District-Level: Meet the needs of the whole child - **School-Level: Meet the needs of the whole child**

    [S] 5.1) District-Level: Whole School Culture - **School-Level: Whole School Culture**

        [AS] 5.1.4) Enhance lifetime wellness and support academic 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

Technology has been a major focus for White Plains in the past 2-3 years. We have secured devices throughout the school and ensured those students with the greatest academic need get that technological support. We are a 1:1 student to device ration school. We continually analyze the data of those students who interact with technology to see if the needs are being met. At White Plains, our continuous focus remains moving our lowest achieving students to areas of progress. We know through our data, that most of our students will not attend college. With that data in mind, we have set up an annual Career/College Readiness Day where we connect with local businesses and technical colleges to come and speak with our students about their options after they graduate. This has been a successful program with students utilizing those businesses and opportunities to further their careers or education. White Plains will also continue School-Wide Positive Behavior (SWPBS) to assist in students in decision-making and promote a positive school climate. We plan on continuing these strategies by teacher-led meetings during common planning time and continue to improve behavior and student decision-making based on data provided by SWPBS. White Plains will also promotes the district lead initiative Read 20. We encourage our families to read 20 minutes to their children a day, starting at birth. We also encourage some of our expecting mothers to do the same. White Plains communicates to parents through social media, such as school website and Twitter, but we also send a copy of our Family Engagement Compact which is given to the student and parent at intake. The compact list the students', parents', and school's responsibilities to ensure academic success. All of White Plains Academy students are in RTI for 45 minutes a day. With our school's implementation of RTI2 in grades 3-12 for 2014-15 for Math and Reading/Language Arts, all students receive Tier I instruction from core content area/grade-level teachers. In Tier II, schools have implemented explicit intervention with content experts and high performing teachers with the most 'at-risk' students. It will be a process of change over the next couple of years. RTI2 should assist in ensuring Gap Closure with both exposure to the core content and a focus on specific sub-skill improvement.

[G] 1) District-Level: English Language Arts - **School-Level: English Language Arts**

[S] 1.1) District-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance**

[AS] 1.1.1) PD and PLCs

[S] 1.2) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels.**

[AS] 1.2.3) Extended Learning Time through LEAPS, 21stCC, and other programs for at-risk students.

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

[S] 2.1) District-Level: Professional Learning - Impact Student Achievement Gaps,

Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance**

> **AS** 2.1.1) PD and PLCs

> **S** 2.2) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels.**

>> **AS** 2.2.3) Extended Learning Time through LEAPS, 21stCC, and other programs for at-risk students.

> **G** 4) District-Level: Meet all four ACT College and Career Readiness Benchmarks - **School-Level: Meet all four ACT College and Career Readiness Benchmarks**

>> **S** 4.1) District-Level: Increase number of students who meet ACT College and Career Readiness benchmarks - **School-Level: Increase number of students who meet ACT College and Career Readiness benchmarks**

>>> **AS** 4.1.1) Implement ACT preparation tools at WPA
>>> **AS** 4.1.2) Career/ Higher Ed Awareness
>>> **AS** 4.1.3) Pathways to Prosperity

> **G** 5) District-Level: Meet the needs of the whole child - **School-Level: Meet the needs of the whole child**

>> **S** 5.1) District-Level: Whole School Culture - **School-Level: Whole School Culture**

>>> **AS** 5.1.1) Strengthen Community and Family Involvement
>>> **AS** 5.1.2) Adult advocacy for every child

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** At White Plains, in our implementation of RTI2 in grades 3-12 for 2015-16, all students receive Tier I instruction from core content area/grade-level teachers. In Tier II, schools have implemented explicit intervention with content experts and high performing teachers with the most 'at-risk' students. These targeted students receive 45 minutes of Math related, English related, or both content area subject specific intervention programs. These students are probed with an assessment weekly. Also, these students are screened every Fall, Winter, and Spring by our universal screener, MAP. > **G** 1) District-Level: English Language Arts - **School-Level: English Language Arts**	☑

⑤ 1.2) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels.**

    AS 1.2.1) Improve performance of children with IEPs on statewide assessments

    AS 1.2.3) Extended Learning Time through LEAPS, 21stCC, and other programs for at-risk students.

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

    ⑤ 2.2) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels.**

    AS 2.2.1) Improve performance of children with IEPs on statewide assessments

    AS 2.2.3) Extended Learning Time through LEAPS, 21stCC, and other programs for at-risk students.

Ⓖ 4) District-Level: Meet all four ACT College and Career Readiness Benchmarks - **School-Level: Meet all four ACT College and Career Readiness Benchmarks**

    ⑤ 4.1) District-Level: Increase number of students who meet ACT College and Career Readiness benchmarks - **School-Level: Increase number of students who meet ACT College and Career Readiness benchmarks**

    AS 4.1.1) Implement ACT preparation tools at WPA

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

Explanation

White Plains Academy provides professional development, consistent with the district and federal requirements, including introduction to new knowledge and skills, development of content area expertise, periodic followup to enhance understanding, feedback on performance, and strategies to further improve student learning. Highly qualified teachers will implement best teaching practices to ensure the academic success of all students. Effective core instruction will ensure that 80-85% or more of the student needs will be met. Universal screenings and ongoing assessments are conducted to identify students at risk for academic failure and to ensure that all students are benefiting from instruction.

Ⓖ 1) District-Level: English Language Arts - **School-Level: English Language Arts**

    ⑤ 1.1) District-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance**

    AS 1.1.1) PD and PLCs

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

[S] 2.1) District-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance**

[AS] 2.1.1) PD and PLCs

5) **Attracting High Quality/Effective Teachers** Address strategies to attract high quality/effective teachers to high needs schools. **Explanation** White Plains Academy has an effective teacher research-based mentoring program to improve new teacher performance, improve student learning, and reduce teacher attrition. We evaluate the effectiveness of existing teacher mentoring programs.when new teachers are hired. White Plains Academy has hired one new teacher this year, the first new teacher in five years. Those teachers meet together weekly to discuss school needs and achievement goals. White Plains Academy teachers also participate in the Putnam Achieving Student Success (PASS) program. PASS is a district initiative to raise academic standards and student achievement district-wide by recognizing, reinforcing and rewarding educator excellence. This system attracts teachers to the needs of schools. [G] 1) District-Level: English Language Arts - **School-Level: English Language Arts** [S] 1.1) District-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance** [AS] 1.1.2) District Instructional Specialists (ELA) [G] 2) District-Level: Mathematics - **School-Level: Mathematics** [S] 2.1) District-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance** [AS] 2.1.2) District Instructional Specialists (Math)	☑
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**	☑

White Plains Academy teachers will continually and throughout the year attend professional development activities that focus on teacher/student needs such as interpreting and using data results from probe assessments and formal assessments such as the MAP screener, RTI , CCSS(Math and English), technology and learning management systems, and areas of refinement based on the TEAM model.

[G] 1) District-Level: English Language Arts - **School-Level: English Language Arts**

[S] 1.1) District-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance**

[AS] 1.1.1) PD and PLCs
[AS] 1.1.2) District Instructional Specialists (ELA)

[S] 1.3) District-Level: Technology to support personalized learning - **School-Level: Technology to support personalized learning**

[AS] 1.3.1) Continue progress toward digital conversions (1:1)

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

[S] 2.1) District-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance**

[AS] 2.1.1) PD and PLCs
[AS] 2.1.2) District Instructional Specialists (Math)

[S] 2.3) District-Level: Technology to support personalized learning - **School-Level: Technology to support personalized learning**

[AS] 2.3.1) Continue progress toward digital conversions (1:1)

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

Explanation

White Plains will continue to increase parent involvement in literacy and math activities. White Plains Academy will provide a minimum of one school-wide literacy and one school-wide math family engagement activity; increase parent/student opportunities for school programs, curriculum, and assessments; and parent/counselor/student conferencing. White Plains Academy will provide specific intake/outtake meetings that directly deal with transitioning to/from WPA. WPA will also encourage all parents/students to participate in the district initiative Read 20. White Plains also hosts a data chat night at which parents can come communicate with our assistant director about their student's assessment results.

G 1) District-Level: English Language Arts - **School-Level: English Language Arts**

S 1.4) District-Level: Communication - **School-Level: Communication**

AS 1.4.1) Strengthen Community and Family Involvement

AS 1.4.2) Social Media

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

S 2.4) District-Level: Communication - **School-Level: Communication**

AS 2.4.1) Strengthen Community and Family Involvement

AS 2.4.2) Social Media

G 3) District-Level: Early Literacy/Foundational Reading Skills - **School-Level: Literacy/Language Arts**

S 3.1) District-Level: Early Literacy - **School-Level: Early Literacy**

AS 3.1.1) Birth to 5 Initiative for WPA Student Parents

AS 3.1.2) "20 Minutes a Day" Reading

G 5) District-Level: Meet the needs of the whole child - **School-Level: Meet the needs of the whole child**

S 5.1) District-Level: Whole School Culture - **School-Level: Whole School Culture**

AS 5.1.1) Strengthen Community and Family Involvement

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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

At White Plains, RLA and Math instruction coaches will meet with teachers monthly to discuss TNReady implementation. Also, teachers will meet with each other to discuss implementation. RTI is scheduled every day for 45 minutes for targeted students in Tier 2 and Tier 3.

G 1) District-Level: English Language Arts - **School-Level: English Language Arts**

S 1.1) District-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance**

AS 1.1.1) PD and PLCs

AS 1.1.2) District Instructional Specialists (ELA)

S 1.2) District-Level: Provide and implement appropriate interventions and

differentiated instruction in all content areas and at all grade levels. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels.**

AS 1.2.1) Improve performance of children with IEPs on statewide assessments

AS 1.2.2) Use of a consistent universal screener across the district (MAP) and common assessments.

AS 1.2.3) Extended Learning Time through LEAPS, 21stCC, and other programs for at-risk students.

S 1.4) District-Level: Communication - **School-Level: Communication**

AS 1.4.1) Strengthen Community and Family Involvement

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

S 2.1) District-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance**

AS 2.1.1) PD and PLCs

AS 2.1.2) District Instructional Specialists (Math)

S 2.2) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels.**

AS 2.2.1) Improve performance of children with IEPs on statewide assessments

AS 2.2.2) Use of a consistent universal screener across the district (MAP) and common assessments.

AS 2.2.3) Extended Learning Time through LEAPS, 21stCC, and other programs for at-risk students.

S 2.4) District-Level: Communication - **School-Level: Communication**

AS 2.4.1) Strengthen Community and Family Involvement

G 3) District-Level: Early Literacy/Foundational Reading Skills - **School-Level: Literacy/Language Arts**

S 3.1) District-Level: Early Literacy - **School-Level: Early Literacy**

AS 3.1.1) Birth to 5 Initiative for WPA Student Parents

AS 3.1.2) "20 Minutes a Day" Reading

G 4) District-Level: Meet all four ACT College and Career Readiness Benchmarks - **School-Level: Meet all four ACT College and Career Readiness Benchmarks**

S 4.1) District-Level: Increase number of students who meet ACT College and Career Readiness benchmarks - **School-Level: Increase number of students who meet**

ACT College and Career Readiness benchmarks

> AS 4.1.1) Implement ACT preparation tools at WPA
>
> AS 4.1.2) Career/ Higher Ed Awareness
>
> AS 4.1.3) Pathways to Prosperity

G 5) District-Level: Meet the needs of the whole child - **School-Level: Meet the needs of the whole child**

S 5.1) District-Level: Whole School Culture - **School-Level: Whole School Culture**

> AS 5.1.1) Strengthen Community and Family Involvement
>
> AS 5.1.2) Adult advocacy for every child
>
> AS 5.1.3) Safe learning environment
>
> AS 5.1.4) Enhance lifetime wellness and support academic achievement

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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

Preschool not applicable. Transitioning of students is applicable for White Plains, and in a student/parent intake meeting, a transition plan is discussed and signed by the student and parent.

G 3) District-Level: Early Literacy/Foundational Reading Skills - **School-Level: Literacy/Language Arts**

S 3.1) District-Level: Early Literacy - **School-Level: Early Literacy**

> AS 3.1.1) Birth to 5 Initiative for WPA Student Parents

G 4) District-Level: Meet all four ACT College and Career Readiness Benchmarks - **School-Level: Meet all four ACT College and Career Readiness Benchmarks**

S 4.1) District-Level: Increase number of students who meet ACT College and Career Readiness benchmarks - **School-Level: Increase number of students who meet ACT College and Career Readiness benchmarks**

> AS 4.1.2) Career/ Higher Ed Awareness
>
> AS 4.1.3) Pathways to Prosperity

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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

At White Plains, a common planning time allows teachers to meet together by subjects and as a whole. Tuesdays and Thursdays are designated for teachers to meet about data based on RTI probes, EOC scores, MAP universal screening results, ACT data, discipline data, and specific subgroups. Teachers also collaborate on subject specific curriculum mapping activities provided by the district and by individual schools. These meetings are continuously monitored by administration to see if progress is being made in an instructional setting.

[G] 1) District-Level: English Language Arts - **School-Level: English Language Arts**

[S] 1.2) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels.**

[AS] 1.2.1) Improve performance of children with IEPs on statewide assessments

[AS] 1.2.2) Use of a consistent universal screener across the district (MAP) and common assessments.

[AS] 1.2.3) Extended Learning Time through LEAPS, 21stCC, and other programs for at-risk students.

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

[S] 2.2) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels.**

[AS] 2.2.1) Improve performance of children with IEPs on statewide assessments

[AS] 2.2.2) Use of a consistent universal screener across the district (MAP) and common assessments.

[AS] 2.2.3) Extended Learning Time through LEAPS, 21stCC, and other programs for at-risk students.

[G] 4) District-Level: Meet all four ACT College and Career Readiness Benchmarks - **School-Level: Meet all four ACT College and Career Readiness Benchmarks**

[S] 4.1) District-Level: Increase number of students who meet ACT College and Career Readiness benchmarks - **School-Level: Increase number of students who meet ACT College and Career Readiness benchmarks**

[AS] 4.1.1) Implement ACT preparation tools at WPA