Whitehaven High Annual Plan (2023 - 2024)

Last Modified at Feb 07, 2024 01:53 PM CST

[G 1] Reading/Language Arts
Whitehaven High School will increase ELA meeting and exceeding expectations in English I and English II TCAP/ EOC from 25.8% in 2023 to 31% in 2024.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Common formative Assessments

Whitehaven High School will increase overall on-track and mastery proficiency rates for students enrolled in English I and English II on the EOC assessment from 25.8% to 31% by Spring 2024, which will show a 20% overall increase in ELA EOC achievement. Diagnostic assessments are utilized to retrieve data related to retention of standards from prerequisite courses. Common Formative Assessments (CFAs) are conducted in the Fall and Spring along with Spring Mock Assessments with an expected 75% on-track or mastery outcome from students enrolled in English.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards. **Benchmark Indicator** **Benchmark Indicator** Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to	**[A 1.1.1] Common Formative Assessments** Teachers, curriculum coaches, and the ILT will collaboratively formulate lessons and assessments that are objective-driven and standard-aligned. Common Assessments will be administered bi-weekly via Mastery Connect.	T. Taylor, Dr. C. Lyman, M. Abell, L. Broden, C. Green, T. Jamison, Dr. Poole, J. Willingham	05/24/2024		

determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.				
	[A 1.1.2] Content Professional Learning Communities Teachers will collaborate to develop lesson plans, share best practices that relate to breaking down standards. Teachers will also discuss and analyze student data and sample work.	T.Taylor, Dr. C. Lymon, ILT, ELA Department	05/24/2024		
	[A 1.1.3] Standard- Based Bell-Work Spiraled bellwork based on the power standards that students have not mastered.	T. Taylor, Dr. C. Lyman, ELA Department	05/24/2024		
	[A 1.1.4] Integrate technology in instruction and assessment Teachers and students will use SMART Boards, Promethean panels, laptops, Desktop computers, LCD projectors, Printers, Poster makers and other instructional technology equipment in daily instruction with a focus on school-wide reform strategies and learning activities to increase student academic performance. Teachers will use instructional technology and programs to assess students' academic performance and provide timely interventions and enrichment.	C. Lyman, A. Banger-Gray, A. Dotson	05/24/2024	Title I [$15000.00]	
	[A 1.1.5] School-wide Strategies for Increasing Rigor and Student Engagement Students will use the school-wide annotation and close reading strategies to read, annotate, and discuss informational texts from various content	C. Lyman, T. Taylor, A. Banger-Gray, A. Dotson	05/24/2024		

	areas as a basis for writing argumentative essays and justifying responses. Students will use complex texts, argumentative writing, and domain -specific vocabulary assessment. Teachers will co-plan in PLC's and use common formative assessments based on specific content-area standards.				
	[A 1.1.6] Support rich learning environments for all students Secure supplies, materials, equipment, programs, and other support to provide high-quality instruction and help engage students at different learning levels and with different learning styles/needs in virtual and in-person settings. Create posters of PBO's and instructional strategies to enhance the learning environment and support learning.	C. Lyman, T. Taylor, A. Banger-Gray, A. Dotson	05/24/2024	Title I [$20000.00]	
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, mastery of standard look-fors, students' skill set, and students' proficient reading level of grade appropriate texts. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.	**[A 1.2.1] Participate in weekly PLCs** ** **Teachers will meet in weekly PLCs during the school day to focus on analyzing assessment data and student work and co-plan high-quality lessons that include best practices in instruction.	T. Taylor, M. Abell, L. Broden, C. Poole, T. Jamison, J. Willingham, C. Harper, M. Horton, N. Corey	05/24/2024		

Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.					
	[A 1.2.2] PD in Department Meetings ** **Teachers will meet twice a month to learn about a high-leverage instructional practice/strategy from a lead teacher/content coach and then practice using the strategy.	T. Taylor, Dr. C. Lyman, A. Banger-Gray, Instructional Leadership Team	05/24/2024		
	[A 1.2.3] New Hire Learning First year teachers and teachers new to Whitehaven High School New will attend New Hire Learning sessions. The new hires will be assigned to a mentor team of level 4/5 teachers with a proven record of educational success in addition to access to school-based PD and various teachers who have demonstrated mastery in instruction. The	Dr. Q. Debnam	05/24/2024		

	mentors will receive a common set of expectations and deliverables to ensure a quality transition for all new teachers.				
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** Students should perform at or above 70% on Mastery Connect (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	**[A 1.3.1] Peer Power Model** Peer Power will assist in core courses as well as 8th period intervention.	Bernard Rogers	05/01/2024		

[G 2] Mathematics
Whitehaven High School will increase meeting and exceeding expectations in Mathematics TCAP/ EOC from 33.3% in 2022 to 37.9% in 2024.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Whitehaven High School will increase in students who meet and exceed expectations enrolled in Algebra I, Algebra II, and Geometry on the EOC assessment from 33.3% to 37.9% by Spring 2023, which will show a 13.8% overall increase in Math EOC achievement. Diagnostic assessments are utilized to retrieve data related to retention of standards from prerequisite courses. Common Formative Assessments (CFAs) are conducted in the Fall and Spring along with Spring Mock Assessments with an expected 75% on-track or mastery outcome from students enrolled in mathematics.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.	**[A 2.1.1] Integrate technology in instruction and assessment** Teachers and students will use SMART Boards, Promethean panels, laptops, Desktop computers, LCD projectors, Printers, Poster makers and other instructional technology equipment in daily instruction with a focus on school-wide reform strategies and learning activities to increase student academic performance. Teachers will use instructional technology and programs to assess students' academic performance and provide timely interventions and enrichment.	V. Moffett, A. Jackson, G. Fisher	05/24/2024	Title I [$20000.00]	

	[A 2.1.2] School-wide Strategies for Increasing Rigor and Student Engagement Students will use the school-wide math strategies, vocabulary, and techniques to solve and discuss mathematical equations and problems. Students will use math manipulatives in all tested math subjects. Teachers will co-plan in PLC's and use common formative assessments based on specific content-area standards.	C. Perkins, V. Moffett, Math Dept	05/24/2024		
	[A 2.1.3] Create and Use Common Assessments Teachers will create and administer common formative assessments to gauge students' mastery of standards and to create plans to target students needing interventions and enrichment/extension using resources such as Mastery Connect.	C. Perkins, V. Moffett, Math Dept	05/24/2024		
	[A 2.1.4] New Teacher Mentor New teachers will be assigned to a new teacher mentor who will conduct informal observations and provide support and feedback to increase teachers' capacity.	Dr. Q. Debnam	05/24/2024		
	[A 2.1.5] Support rich learning environments for all students Secure supplies, materials, equipment, programs, and other support to provide high-quality instruction and help engage students at different learning levels and with different learning styles/needs in virtual and in-person settings. Create posters of PBO's and instructional strategies to enhance the learning environment and support learning.	C. Perkins, A. Banger-Gray, A. Dotson	05/24/2024	Title I [$10000.00]	
[S 2.2] Professional Development Provide ongoing, high quality professional development at the district, school level, and out-of-town for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing	**[A 2.2.1] Instructional Technology PD** Faculty and staff will be provided self-selected instructional technology PD during and after the school day.	C. Perkins, V. Moffett, A. Banger-Gray, A. Dotson	05/24/2024		

Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.					
	[A 2.2.2] PD in Department Meetings Teachers will meet twice a month to learn about a	C. Perkins, V. Moffett	05/24/2024		

	high-leverage instructional practice/strategy from a lead teacher/content coach and then practice using the strategy.				
	[A 2.2.3] New Teacher Mentor New teachers will be assigned to a new teacher mentor who will conduct informal observations and provide support and feedback to increase teachers' capacity.	Dr. Q. Debnam	05/24/2024		
	[A 2.2.4] School-wide Learning Walks Members of the Instructional Leadership Team will participate in Learning Walks to gather information about instructional practices, analyze trends, and provide support in areas of need.	C. Perkins, V. Moffett	05/24/2024		
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	**[A 2.3.1] Peer Power** Success Coaches from Peer Power will be assigned to all tested math classes to provide student feedback and individual and small group support for remediation and enrichment.	Bernard Rogers	05/24/2024		

	[A 2.3.2] Mathematics Intervention Math Intervention during 8th period will provide individualized instruction to increase students' Mathematics skills utilizing various online instructional platforms.	Guidance Team, V. Moffett	05/24/2024		
	[A 2.3.3] Support for ESL/ELL students ** **The Guidance Counselor will provide all scheduling for ESL/ELL students and support the ESL teacher in monitoring Individualized Language Plans (ILPs).	Guidance Team, C. Harper	05/24/2024		
	[A 2.3.4] PLCs with GEN ED and SPED Teachers ** **In weekly PLCs, general education and SPED teachers will work together to analyze CFA data and student work; co-plan high quality lessons; and address IEP modifications and accommodations in instruction and assessment.	N. Corey, M. Horton, S. Herring, Math Dept,	05/24/2024		

[G 3] College and Career Readiness
Whitehaven High School will increase the percentage of ready graduates from 20.0% (2023) to 30% (2024) and reduce the non-ready graduate rate from 6.0% (2023) to 5.0% (2024).

Performance Measure
Performance effectiveness will be measure by the following:

* Early Post Secondary Opportunities being offered
* ACT composite score (21 or higher)
* Earnings of Industry Certifications
* ASVAB Scores
* Graduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21. **Benchmark Indicator**	**[A 3.1.1] ACT/ EPSO Planning** Whitehaven High School will encourage students to attend an ACT tutoring session in person after-school. Pull-out ACT sessions will be conducted during school the week of the test for both juniors and seniors to ensure they are ready to perform for the test. Student at Whitehaven have multiple EPSO opportunities with us offering 8 AP	Chantelle Battle- Spann and Tangela Taylor	03/09/2024		

Quarterly review of student's report card data to monitor success rates in ACT supported courses. Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery. ACT classes provided 8th period for all junior and seniors that are not enrolled in any EOC tested classes to provide additional skills for ACT test mastery. Pull out ACT sessions coming up to the test Provide sign-up opportunities for test preparation classes with Peer Power tutors	classes, 19 dual credit classes, and 29 dual enrollment classes this school year.			
[S 3.2] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness. **Benchmark Indicator** Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings. Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year. Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in the 8 AP courses. Quarterly review of students enrolled in the 19 dual credit classes and 29 dual enrollment courses.	**[A 3.2.1] EPSO Opportunities** Whitehaven has increased the number of Dual-enrollment and dual-credit classes from 18 total classes offered during the 2022-2023 school year to 48 total classes offered during the 2023-2024 school year. This opportunity provides our students more chances to earn college credits before they even leave high school. Providing students with a chance to earn college credits, entices the students to want to go to college because they can cut down time spent in college by up to a year. Whitehaven has also made all our core classes honor-level. This increases the rigor of the student's workload and forces them to think. We added the honors classes two years ago, now the students understand that they can do anything they put their minds to, and mediocrity is the enemy	Vincent Hunter	05/31/2024	

Yearly review of the dual credit challenge exams offered in the spring.					
[S 3.3] Career Exploration and Work-Based Learning Opportunities Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc. **Benchmark Indicator** Semester review of student career interest inventories to gauge and support high school course planning. Quarterly monitor enrollment and course selection for 8th and 9th grade students in CCTE courses that will support the CCTE redesign by evaluating student investment via attendance, course selection, and grades in redesign efforts. Analyze semester transcripts for Pathways to support the program of study and maintain alignment of the pre-requisite skills for industry certification for students in grades 9-12 to ensure students are appropriately progressing through the program.	**[A 3.3.1] Career Explorations and Work-Based Learning** CCTE teachers will set meetings with students and the guidance department to ensure the students are following the correct program of study so the student will be considered completers or concentrators. Students in each CCTE program of study will complete a job analysis project that covers what it will take to get the career they desire. They will research school options, pay schedule for the chosen career, and what is the longevity of the career, CCTE teachers will ensure they are recertified every two years to teach work-based learning classes.	Augustus Aleaxeas, Sandra Askew, Bria Bacchus, Aishia Dotson, Erica Gardner, Eric Massey, Lucas Neal, Alycia Reed, Kendrick Triggs, Tiffany Wilson, Daniel Woods, and Dr. Jason Bolden	05/31/2024		
[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements. **Benchmark Indicator** Instructional Facilitator will host a Summer Transition Program to get incoming students acclimated to high school. Students will be introduced to teachers, take tours of the building, and participate team-building exercises to get to	**[A 3.4.1] Middle School Transition** Extended Learning Program: Summer Transition Course Selection Sheets for all students given by guidance department	Aishia Dotson, Shatara Johnson- Terry, and Traci Townsel	06/28/2024	Title I [$10000.00]	

know other new comers.

PLC Coach, Instructional Facilitator, and Administrative staff will host Title I and Open House in the first month of school to ensure all students and parent understand the rules and expectations.

Guidance Department will perform an annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high school course offerings;

Graduation Coach will perform a 4-year student academic review and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students;

Administrative Staff will review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.

[G 4] Safe and Healthy Students
Whitehaven High will maintain a 90% attendance rate in 2024 among our overall disciplinary incidents.

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Attendance and Behavior Interventions and Supports	**[A 4.1.1] PBIS Team Meetings** Team members assemble every 20 days to	Dr. Jason Bolden,	05/31/2024		

Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, truancy supports, and progressive discipline supports).	develop, monitor, and adjust behavioral plan(s) in an effort to provide needed support to teachers and students in order to curve chronic absenteeism and behavior infractions.	Monica Govan, Traci Townsel, Nedra Corey, and Sharon Jackson			
	[A 4.1.2] Behavioral Intervention and Support RTI-B plan will include items to encourage students to attend school and support those that are at-risk of truancy. Weekly progressive intervention plans will be provided to teachers to handle incidents that occur in the hallway and classrooms prior to students being referred to the office.	Dr. Jason Bolden	05/31/2024		
[S 4.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.	**[A 4.2.1] Professional Development** Novice teachers are infused with skills and researched base strategies on creating and maintaining a safe and conducive learning environment for all students. Monthly new hire learning series on grade book protocols, TEM observations, smart find, Microsoft	Dr. Qadriyyah Debnam	04/30/2024		

Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting. Quarterly Reports will be shared district-wide.	teams, semester wrap-up, praxis, EPP, culture, and climate of the building. Departments will have weekly PLC meetings to ensure everyone is moving in the right direction and the goals have been communicated to everyone at the same time.				
[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.	**[A 4.3.1] Parent University** Meetings will be held monthly beginning in November to allow parents an opportunity to be exposed to the standards and content the students are learning, how to prepare for the EOC, and how they can best support their child.	Akita Banger-Gray and Aishia Dotson	04/30/2024		
	[A 4.3.2] Title I Meetings/Family Data Nights There will be a Title I meeting each semester, both am and pm, to provide information regarding the following: Purpose of Title I, Parent's Right to	Akita Banger-Gray and Aishia Dotson	04/18/2024		

	Know, School Academic Status, and how funds will be used to support students, teachers, and parents in reaching our goals. Family Data Nights allow parent to come to the school and see exactly where the school stands in all subject areas, how students are performing on Mastery Connect diagnostic tests, and the connection between the Mastery Connect Data and the EOC dat from the previous year.				