

Whitewater Academy School Improvement Plan



2015-2016

2015-2016 *through* 2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 28, 2015	Final Copy Due: October 26, 2015
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2015-2016 Whitewater Academy School Improvement Plan Report

Whitewater Academy Contact Information			
School:	Whitewater Academy	Courier Number:	318
Address:	11600 White Rapids Rd.	Phone Number:	980-343-0003
	Charlotte, NC 28214	Fax Number:	980-343-1773
Learning Community	West Learning Community—West Meck Feeder	School Website:	http://schools.cms.k12.nc.us/whitewaterES/Pages/Default.aspx

Principal:	Lauren Bloom
Learning Community Superintendent:	Paul Pratt

{School Name} School Improvement Team Membership			
<p><i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i></p>			
Committee Position	Name	Email Address	Date Elected
Principal	Lauren Bloom	Laureng.bloom@cms.k12.nc.us	
Assistant Principal Representative	Kathryn Shupe	Kathryne.shupe@cms.k12.nc.us	
Teacher Representative	Marlena Hampton	marlena.mcclanahan@cms.k12.nc.us	8/17
Teacher Representative	Rachel Behn	rachele.dahlstrand@cms.k12.nc.us	8/17
Teacher Representative	Brenda Dawkins	brenda.dawkins@cms.k12.nc.us	8/17
Teacher Representative	Jessie Green	jessiep.green@cms.k12.nc.us	8/17
Teacher Representative	Elizabeth Threatt	elizabeth.threatt@cms.k12.nc.us	8/17

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Teacher Representative	Jennifer Rourke	jennifer.rourke@cms.k12.nc.us	8/17
Teacher Representative			8/17
Inst. Support Representative	Amanda Huffman	Amandal.huffman@cms.k12.nc.us	8/1
Inst. Support Representative	Heather Lucas	Heatherl.lucas@cms.k12.nc.us	8/1
Teacher Assistant Representative			
Parent Representative	Amanda Sartin	amandajoyef@gmail.com	9/24
Parent Representative	Scarlet Wortey	Scarlet.wortey@gmfinancial.com	9/24
Parent Representative	Kathy Barner	katherinebarner@hotmail.com	9/24
Parent Representative	Christy Wisenor	jlwcmw@yahoo.com	9/24
Parent Representative	Elaine Brown	ebrownjpb@whitewater1@gmail.com	9/24

Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: Whitewater Academy fosters the academic, physical, and socio-emotional well being of all students by providing opportunities to engage in authentic learning experiences. This equips students for life and motivates and prepares them to explore and succeed in post secondary opportunities.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: Where learning is possible and possibilities are endless

Whitewater Academy Shared Beliefs

We believe in:

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- using multiple measures of data to get a holistic view of every child in order to design instruction that meets his/her needs
- growth for every child
- communal ownership of students
- collaboration within the entire school community
- high expectations for structure, procedures, and systems within our school community
- the continuous process of revision – trying, revising, and trying again
- fostering resilience on the part of staff and students
- establishing a safe, respectful, and green environment for all students
- positive relationships and mutual respect that are intentional and promote a positive learning environment

Whitewater Academy SMART Goals

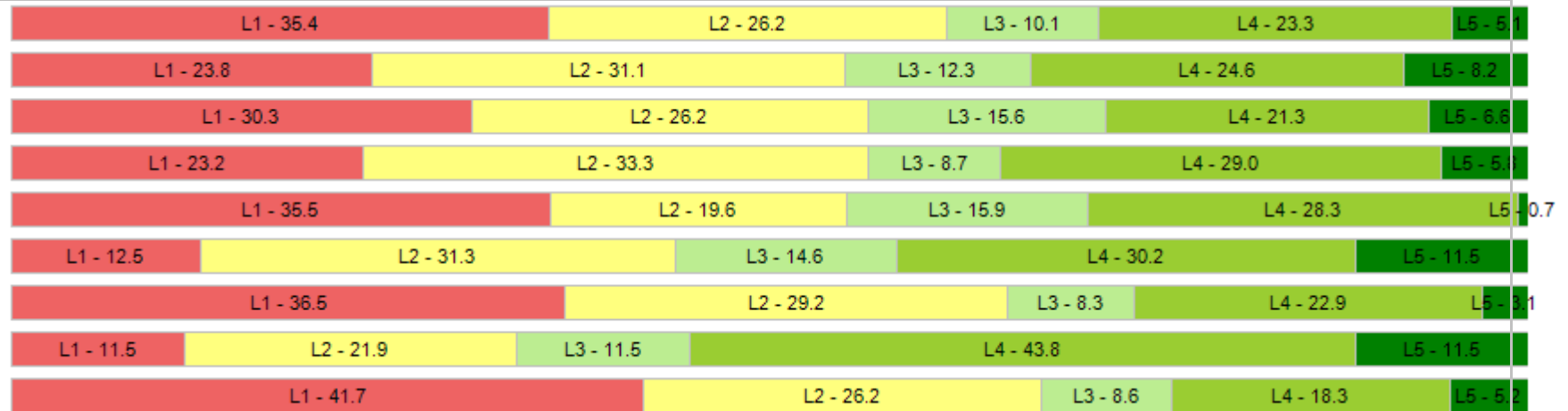
- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- By June 2016, Whitewater Academy students in grades 3-5 will be 41.6% proficient in Reading based on Ready NC EOG Reading assessment.
- By June 2016, Whitewater Academy students in grades 3-5 will be 47.5% proficient in Math based on the Ready NC EOG Math assessment.



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Whitewater Academy Assessment Data Snapshot

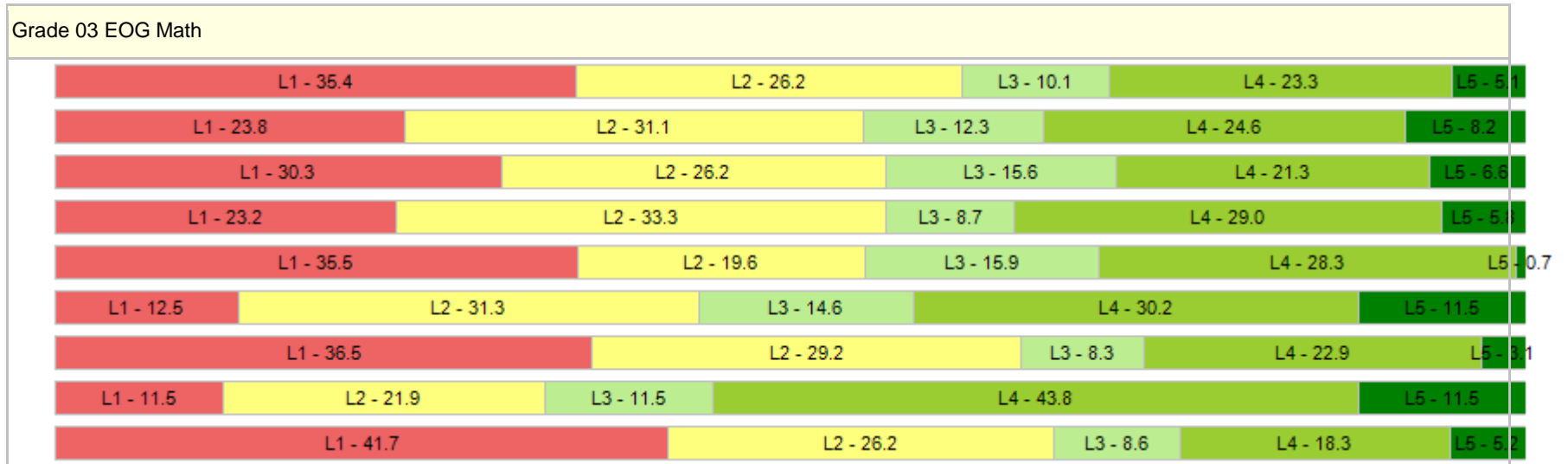
School Composite



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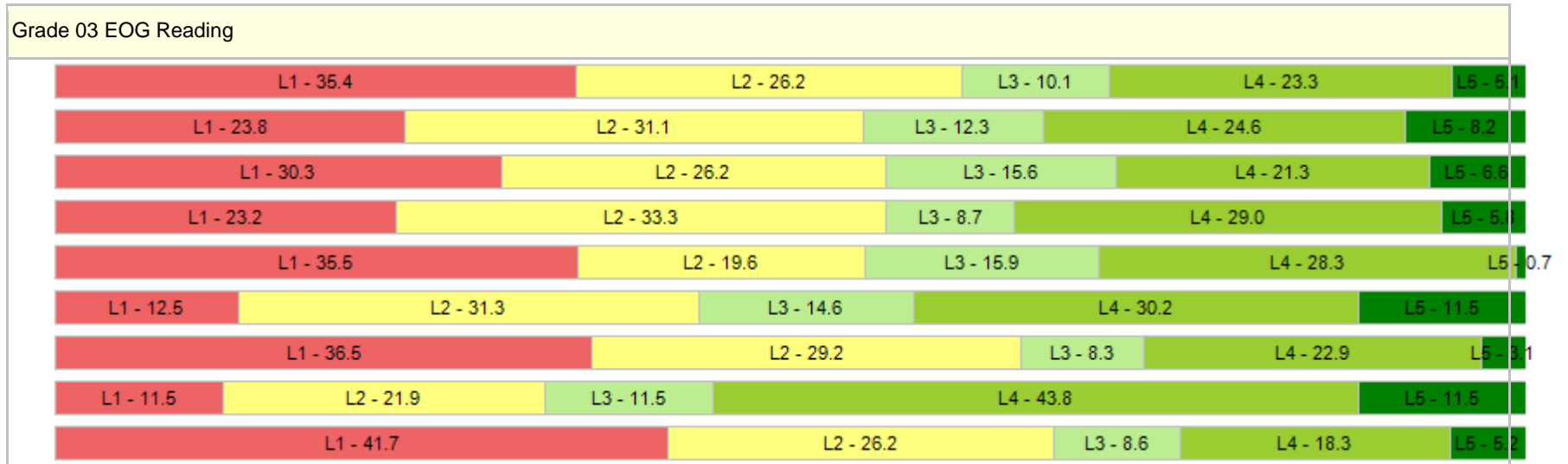


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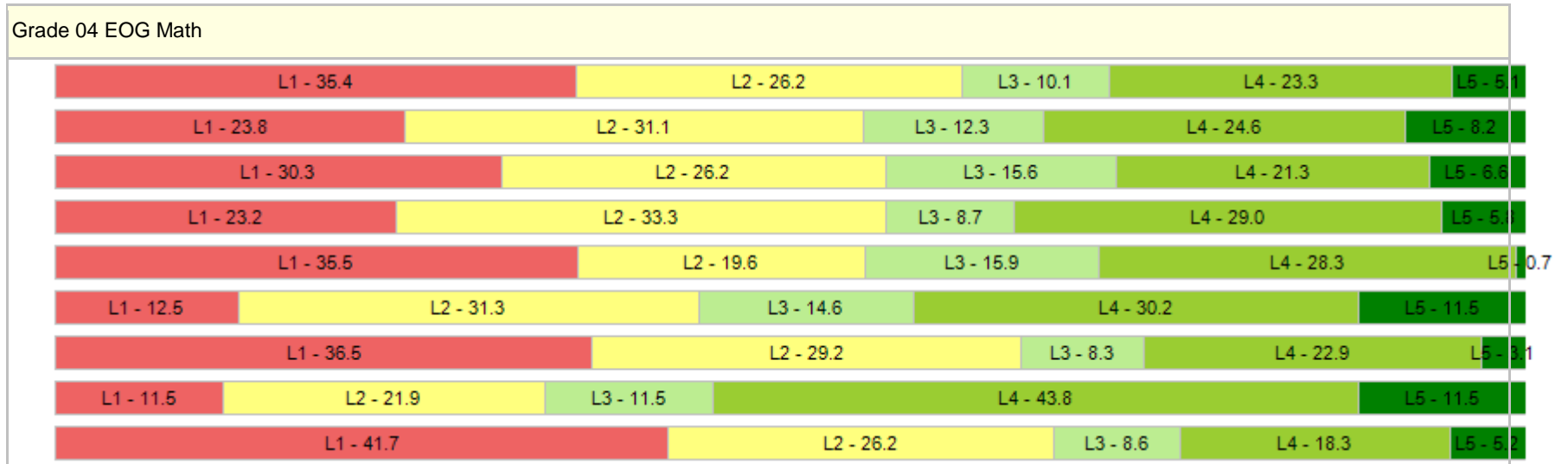


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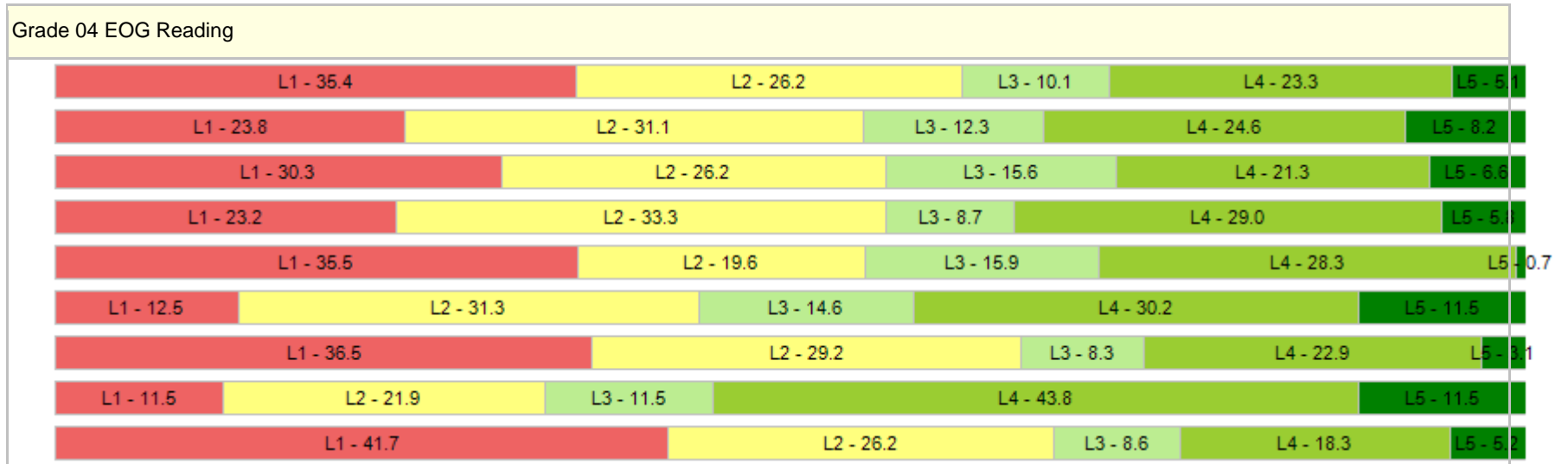


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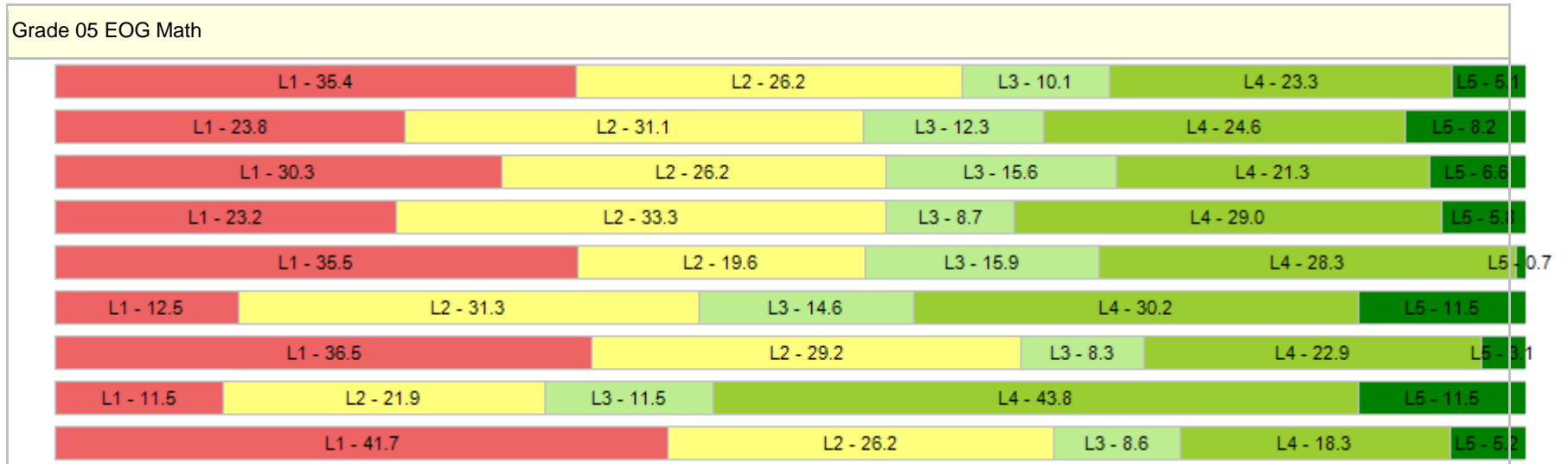


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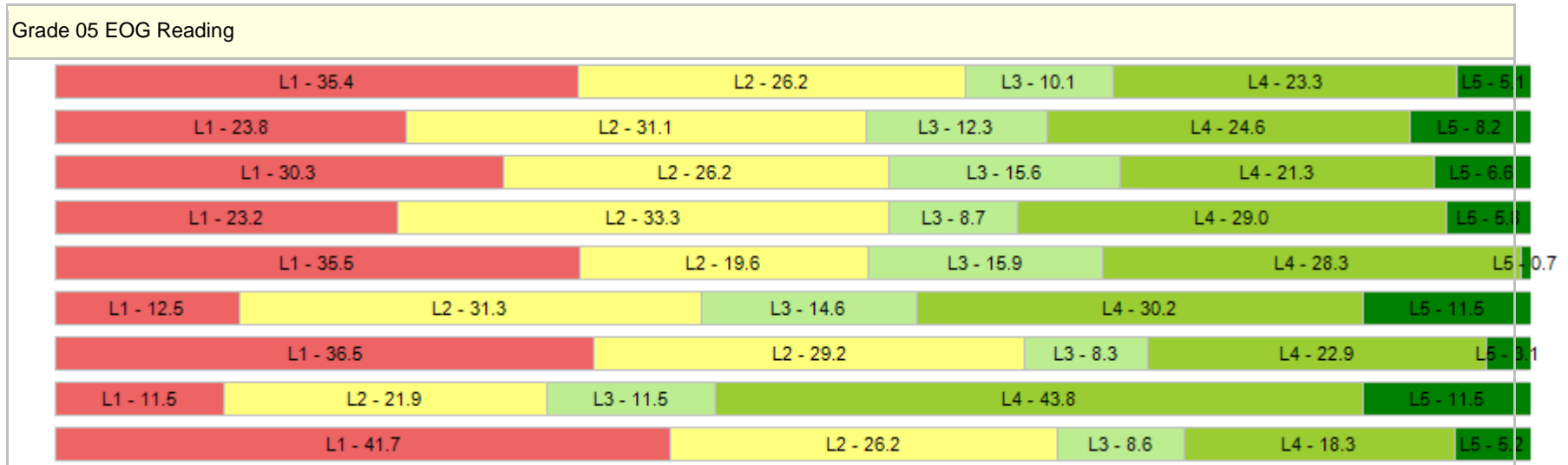
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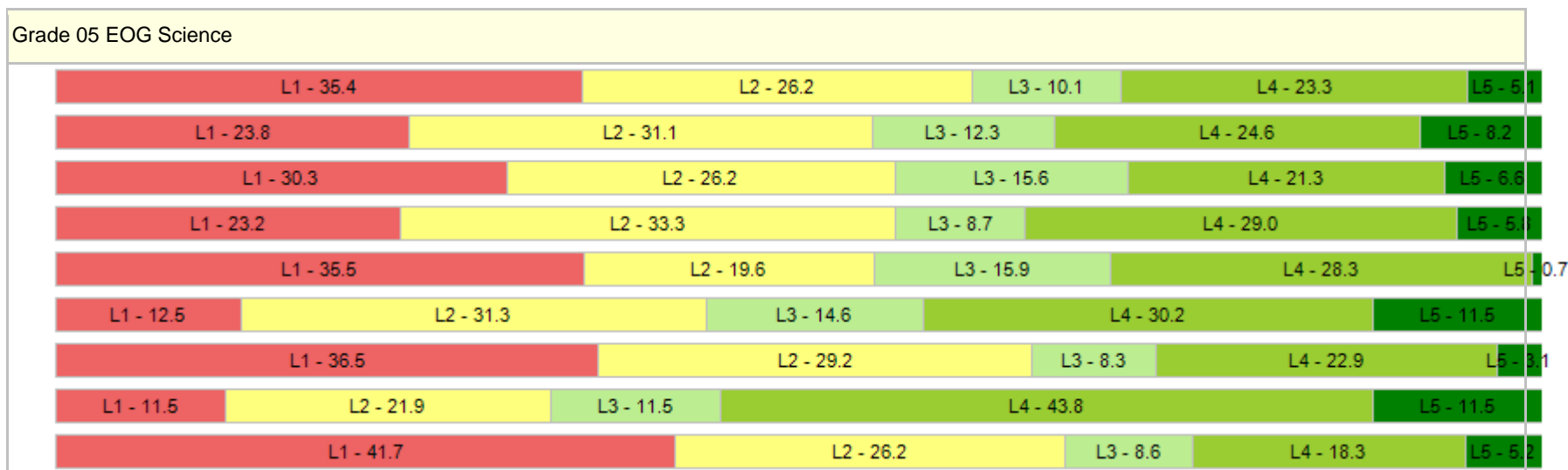


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Behavior Data

	2012-2013	2013-2014	2014-2015
# of Suspensions	54	27	58

Over the past few years, Whitewater Academy has demonstrated an overall low rate of suspensions and major discipline infractions. Students understand the schoolwide norms. The majority of suspensions relate, year to year, to a few isolated cases of emotional and mental challenges. Several students represent the greater majority of suspensions; these students often alternate between attending Whitewater Academy and receiving intensive day treatment with external agencies. The growth in enrollment has also impacted suspensions somewhat, as Whitewater Academy grew from 700 to over 830 students in 2014-2015. Steps are being taken with weekly coaching and support to train staff on discipline and management techniques.

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Whitewater Academy Profile

Whitewater Academy is a Title I PreK-5 school located in the western corridor of Charlotte. There are a total of 734 students in attendance. The student population is broken down in the following way: African American (60.6%), American Indian (13.5%), Asian (5.9%), White (15.3%), more than one ethnicity (3.4%). 6.7% of the student body is LEP. 100% of students are taught by teachers who are highly qualified; 46% of teachers have advanced degrees. The teacher turnover rate is 13%. Whitewater is beginning its eighth year in existence. During its fourth year it consolidated with Pawtuckett Elementary, almost doubling its size. This impacted the school in a number of ways. After the merge, Whitewater Academy transitioned into a Title 1 school with a much higher poverty level than before. Class sizes were reduced due to student weighted staffing. The faculty makeup was similar due to overall similarities in both school faculties; Whitewater Academy absorbed many of Pawtuckett's teachers. Over time, the school has adjusted to its larger size, expanding grade levels and classrooms. The school is located adjacent to both Whitewater Middle School and the US National Whitewater Center. A strong partnership is being fostered with the Center, building on the concept of experiential science learning, conservancy and health and fitness. There is a strong focus on using data to drive instruction, enabling teachers and staff members to meet the needs of all students.



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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools

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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Goal 2: Recruit, develop, retain and reward a premier workforce
Strategic Plan Focus Area:	V. Retention/quality appraisals
Data Used:	Whitewater Academy master schedule, Insight, TWC

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Assign personnel to assist in the cafeteria to ensure student safety and enable all staff members to have 30 minutes for lunch without having any assigned duties for student supervision or otherwise.	Paula Owens, Dean of Students	Staff members will respond affirmatively to having duty free lunch on a daily basis on surveys.	Lunch monitor funded by school district	Paula Owens, Paraprofessional Staff, Lunch Monitor	September 2015-June 2016

SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	Goal 2: Recruit, develop, retain and reward a premier workforce
Strategic Plan Focus Area:	Individualized professional development; Multiple career pathways; Leadership development
Data Used:	Whitewater Academy master schedule, weekly planning sign in sheets, TWC



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Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1.Create a master schedule in which teachers are afforded a minimum of planning time as indicated in the state statute	Lauren Bloom, Principal	Teachers will demonstrate literacy delivery strategies in alignment with grade level rigor. Teachers will demonstrate an increased depth in math content knowledge as evidenced by lesson plans and instructional questioning. Sign in sheets for planning will indicate a 90 minute collaborative planning provided weekly along standard daily plannings throughout the rest of the week.	None	Lauren Bloom, Kathryn Shupe	August 2015-June 2016



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SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service
Strategic Plan Focus Area:	VI. Physical safety VII. Social and emotional health
Data Used:	Students surveys; suspension data

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention	Cynthia Johnson and Brittany Glover, Counselors	There will be a decrease in the number of students and parents reporting instances of bullying on campus and 100% of situations will be resolved.	None	Cynthia, Johnson, Brittany Glover, Paula Owens, Yulanda Grey	August 2015-June 2016
2. Character Education	Cynthia Johnson and Brittany Glover, Counselors	There will be a decrease in the number of referrals for student behavior on campus and on buses as well as a decrease in the number of out of school suspensions.	None	Cynthia Johnson	August 2015-June 2016



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3. Healthy Active Child 30 min.	Evelyn Larrimore, PE Teachers	Students will demonstrate increased levels of health and fitness as evidenced by fitness assessments conducted during PE	None (Achieve 225 equipment, classroom equipment purchased by PAC)	Evelyn Larrimore	August 2015-June 2016
4. School Health Team	Committee Chairperson (TBD)	There will be increased levels of commitment to health and fitness activities on the part of students and staff members in the Whitewater Community.	None	School Health Team Committee, Whitewater Center	August 2013-June 2014



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SMART Goal (4):	By June 2016, Whitewater Academy students in grades 3-5 will be 41.6% proficient in Reading based on Ready NC EOG Reading assessment.
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	Academic growth/high academic achievement; Access to rigor; Closing achievement gaps
Data Used:	NC Ready Reading EOG

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1.Utilize the Instructional Leadership Team to analyze data at a macro-level, share that data with staff members; train/develop/share out next steps regarding building the instructional deliver of literacy for staff members around targeted areas of focus.	Lauren Bloom, Principal	Common assessment data, taken every other week and through the administration of four formal interim assessments, will demonstrate increased growth in mastery of standards and overall grade level content.	District-provided substitutes for district ILT days	Lauren Bloom, members of the campus ILT	June 2015-June 2016
2.Implement school-wide professional development on high leverage literacy practices, providing follow-up feedback for staff members to support staff mastery --Structure collaborative planning	Lauren Bloom, Amanda Huffman, Sara Fisher	Common assessment data improvement; evaluation ratings indicate proficient and accomplished standard 4 ratings related to literacy delivery; staff survey data regarding support and	>\$10,000 for training through Uncommon Schools in February 2016—	Lauren Bloom, Sara Fisher, Amanda Huffman, Kathryn Shupe	August 2015-June 2016

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to support teacher delivery of the content, practicing teaching skills and identifying high-yield strategies for student mastery --Schedule opportunities for model teaching, peer observation/learning walks, and collaborative teaching as strategies for improving instructional delivery in a differentiated and targeted fashion, as needed		development	Funded by Title 1		
2.Establish an administrator/facilitator support structure to ensure consistency of feedback in planning, walkthroughs, coaching sessions, and observations/evaluations and to support continued growth in deepening the work of the school --Contract with TNTP to work with school coaches/administrators to support their ability to coach teachers at high levels in the area of literacy instructional delivery --Utilize the coaching model to ensure that all teachers have access to a coach who can assist with areas of development in instructional delivery in alignment	Lauren Bloom, Principal	Teacher survey data indicating effectiveness, consistency, and regularity of coaching and feedback (as well as evaluations)--Insight	>\$20,000—TNTP contracted coaching—Title 1 funded	Lauren Bloom, Kathryn Shupe, Heather Lucas, Sara Fisher, Amanda Huffman	August 2015-June 2016



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with differentiated teacher needs --Establish a feedback structure using a Google tracker to ensure teachers and coaches have a log of the work being completed and commitments made toward continued development					
4.Design schoolwide events and initiatives that encourage a culture of reading, including in-school programs and after-school family literacy opportunities	Amanda Huffman, Sara Fisher	Circulation data from Whitewater Academy media center; sign-sheets noting high attendance at parent events; improvement in overall common assessment data in reading	>\$2,000—supplies for family events—Title 1 Parent Involvement Set-Aside	Lauren Bloom, Sara Fisher, Amanda Huffman, Kathryn Shupe, members of campus ILT	August 2015-June 2016
5. Designate long range planning days to analyze common assessment data and engage in professional literacy learning	Lauren Bloom, Kathryn Shupe	School master calendar; common assessment data growth from four interim assessments	~\$12,000 for substitutes	Lauren Bloom, Kathryn Shupe, Sara Fisher, Amanda Huffman, Heather Lucas	August 2015-June 2016



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SMART Goal (5):	By June 2016, Whitewater Academy students in grades 3-5 will be 47.5% proficient in Math based on the Ready NC EOG Math assessment.
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	Academic growth/high academic achievement; Access to rigor; Closing achievement gaps
Data Used:	NC Ready Math EOG

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1.Utilize the Instructional Leadership Team to analyze data at a macro-level, share that data with staff members; train/develop/share out next steps regarding building the instructional deliver of literacy for staff members around targeted areas of focus.	Lauren Bloom, Principal	Common assessment data, taken every other week and through the administration of four formal interim assessments, will demonstrate increased growth in mastery of standards and overall grade level content.	District-provided substitutes for district ILT days	Lauren Bloom, members of the campus ILT	June 2015-June 2016
2.Provide ongoing math content professional develop to support teacher growth in utilizing a variety of mathematical strategies per concept --Structure collaborative planning	Heather Lucas, Math Facilitator	Common assessment data improvement; evaluation ratings indicate proficient and accomplished standard 4 ratings related to math content; staff survey data	None	Heather Lucas, Sara Fisher, Lauren Bloom	August 2015-June 2016



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<p>to support teacher work in the content, completing the student tasks that will be required of students to support their own content knowledge and the identification of skills needed to complete the task</p> <ul style="list-style-type: none"> --Weekly skill builders included in collaborative planning --Math content partner planning sessions on early release days or teacher workdays --Weekly support meetings with math content partners per grade level to collaborate on lesson design --Develop curriculum yearlong maps to support an intentional development of the standards as they relate to teach other to ensure a progression of the learning for students, including prerequisite skills as needed --Develop curriculum unit plans used by the grade level content team to support collaborative content learning, lesson design and data analysis --Develop, implement, and analyze aligned assessments 		<p>regarding support and development</p>			
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reflecting an appropriate level of rigor and conducive to identifying gaps in learning to support re-teaching to mastery					
3. Establish an administrator/facilitator support structure to ensure consistency of feedback in planning, walkthroughs, coaching sessions, and observations/evaluations and to support continued growth in deepening the work of the school --Contract with TNTP to work with school coaches/administrators to support their ability to coach teachers at high levels in the area of literacy instructional delivery --Utilize the coaching model to ensure that all teachers have access to a coach who can assist with areas of development in instructional delivery in alignment with differentiated teacher needs --Establish a feedback structure using a Google tracker to ensure teachers and coaches have a log of the work being completed and commitments made toward continued development	Lauren Bloom, Principal	Teacher survey data indicating effectiveness, consistency, and regularity of coaching and feedback (as well as evaluations)-- Insight	>\$20,000— TNTP contracted coaching— Title 1 funded	Lauren Bloom, Kathryn Shupe, Heather Lucas, Sara Fisher, Amanda Huffman	August 2015-June 2016



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5. Designate long range planning days to analyze common assessment data and engage in professional math learning	Lauren Bloom, Kathryn Shupe	School master calendar; common assessment data growth from four interim assessments	~\$12,000 for substitutes	Lauren Bloom, Kathryn Shupe, Sara Fisher, Amanda Huffman, Heather Lucas	August 2015-June 2016
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Mastery Grading Procedures Plan – Required for All Schools	
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	Mastery Connect mastery tracking for grades K-5

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Common assessments	Sara Fisher, Heather Lucas, Amanda Huffman— Facilitators/Dean	Whitewater Academy will successfully implement four rounds of interim assessments that are based on the content taught. Students will demonstrate increased mastery in grade level standards as tracked through Mastery Connect.	~\$7,000	All Whitewater Academy K-5 teachers	August 2015-June 2016
2. Data disaggregation	Sara Fisher, Heather Lucas, Amanda Huffman— Facilitators/Dean; Kathryn Shupe— Assistant	Whitewater Academy teachers will complete a data analysis and action plan following each interim assessment given that will address reteaching for the following 7-8 weeks. Students will demonstrate	None	All Whitewater Academy K-5 teacher	August 2015-June 2016

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	Principal; Lauren Bloom— Principal	increased mastery in grade level standards as tracked through Mastery Connect.			
3. Flexible grouping	Sara Fisher, Amanda Huffman, Heather Lucas— Facilitators/Dean	Whitewater's K-2 students labeled as "Intensive" through the TRC assessment will receive additional literacy intervention using flexible grouping to remediate skill and standards gaps. Intensive students will move to proficiency or "strategic" status throughout the course of the school year.	None	Linda Sloan, Pamela Christy— Literacy Interventionists	August 2015-June 2016
4. Late and make-up work	Lauren Bloom, Principal; Kathryn Shupe, Assistant Principal; Amanda Huffman, Dean of Instruction	Students will be allotted the time and ability to complete late or make-up work in accordance with CMS grading policy.	None	All Whitewater K-5 teachers	August 2015-June 2016



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Whitewater Academy - 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*



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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Lauren Bloom	<i>Lauren Bloom</i>	10/19/15
Assistant Principal Representative	Kathryn Shupe	<i>Kathryn Shupe</i>	10/19/15
Teacher Representative	Marlena Hampton	<i>Marlena Hampton</i>	10/19/15
Teacher Representative	Rachel Behn	<i>Rachel Behn</i>	10/19/15
Teacher Representative	Brenda Dawkins	<i>Brenda Dawkins</i>	10/19/15
Teacher Representative	Jessie Green	<i>Jessie Green</i>	10/19/2015
Teacher Representative	Elizabeth Threatt	<i>Elizabeth Threatt</i>	10/19/2015
Teacher Representative	Jennifer Rourke	<i>Jennifer Rourke</i>	10/19/2015
Teacher Representative	Alecia Roberts	<i>Alecia Roberts</i>	10/19/2015
Inst. Support Representative	Amanda Huffman	<i>Amanda Huffman</i>	10/19/15
Inst. Support Representative	Heather Lucas	<i>H. Lucas</i>	10/23/15
Teacher Assistant Representative	Amy Pierce	<i>Amy Pierce</i>	10-19-15
Parent Representative	Amanda Sartin	<i>Amanda Sartin</i>	10-23-15
Parent Representative	Scarlet Worley	<i>Scarlet Worley</i>	10/21/15
Parent Representative	Kathy Barner	<i>Kathy Barner</i>	10/23/15
Parent Representative	Christy Wisenor	<i>Christy Wisenor</i>	10/19/2015
Parent Representative	Elaine Brown	<i>Elaine Brown</i>	10/21/15

Inst. Support Rep. *Sara Fisher*
Sara Fisher 10/19/15
 Math Facilitator *Heather Lucas* *H. Lucas* 10/23/15