Duval County Public Schools

Whitehouse Elementary School

2019-20 Schoolwide Improvement Plan

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Whitehouse Elementary School

11160 GENERAL AVE, Jacksonville, FL 32220

http://www.duvalschools.org/whitehouse

Demographics

Principal: Angela Jordan

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (61%) 2016-17: A (63%) 2015-16: B (54%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	A	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide educational excellence in every classroom for every student every day.

Provide the school's vision statement.

Every student is inspired and prepared for success in college, career and life.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Jordan, Angela	Principal	The primary leader of the school building. Developing, implementing, and evaluating the programs within the school and looking for ways to improve the student experience by making changes to improve the quality of the instructional and social/emotional programs. Responsible for setting and meeting the school's budget: General and Title I.
Sweet, Candi	Assistant Principal	Support the principal in the development, implementation and evaluation of instructional and social/emotional programs. Help create school-wide goals including those related to student learning and student behavior. Responsible for helping maintain the school's budget: General and Title I.
Jones, Rhonda	School Counselor	Support the principal in the development, implementation and evaluation of instructional and social/emotional programs. Implement a comprehensive school counseling program that promotes and enhances student achievement and motivation.
Spottswood, Catherine	Instructional Coach	Support the principal in the development, implementation and evaluation of instructional and social/emotional programs. Help create school-wide goals related to student learning through prevention and intervention academic programs.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	64	94	54	84	63	66	0	0	0	0	0	0	0	425
Attendance below 90 percent	3	4	14	15	11	17	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	6	5	13	0	0	0	0	0	0	0	24

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	6	0	0	0	0	0	0	0	7

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	6	1	3	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	1	3	0	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)

12

Date this data was collected or last updated

Friday 8/30/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	5	20	14	15	11	17	0	0	0	0	0	0	0	82
One or more suspensions	2	0	1	5	1	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	11	1	3	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	22	18	22	0	0	0	0	0	0	0	62

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	2	10	0	0	0	0	0	0	0	13

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	50%	57%	50%	49%	55%
ELA Learning Gains	51%	56%	58%	51%	56%	57%
ELA Lowest 25th Percentile	43%	50%	53%	56%	54%	52%
Math Achievement	59%	62%	63%	60%	62%	61%
Math Learning Gains	52%	63%	62%	70%	63%	61%
Math Lowest 25th Percentile	53%	52%	51%	64%	54%	51%
Science Achievement	76%	48%	53%	91%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	64 (0)	94 (0)	54 (0)	84 (0)	63 (0)	66 (0)	425 (0)
Attendance below 90 percent	3 ()	4 ()	14 ()	15 ()	11 ()	17 ()	64 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	1 (0)	3 (0)	4 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	6 (0)	5 (0)	13 (0)	24 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	46%	51%	-5%	58%	-12%	
	2018	53%	50%	3%	57%	-4%	
Same Grade Comparison		-7%					
Cohort Comparison							
04	2019	39%	52%	-13%	58%	-19%	
	2018	38%	49%	-11%	56%	-18%	
Same Grade Comparison		1%					
Cohort Comparison		-14%					
05	2019	49%	50%	-1%	56%	-7%	
	2018	60%	51%	9%	55%	5%	
Same Grade Comparison		-11%					
Cohort Comparison		11%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	67%	61%	6%	62%	5%	
	2018	52%	59%	-7%	62%	-10%	
Same Grade Comparison		15%					
Cohort Comparison							
04	2019	49%	64%	-15%	64%	-15%	
	2018	63%	60%	3%	62%	1%	
Same Grade Comparison		-14%					
Cohort Comparison		-3%					
05	2019	48%	57%	-9%	60%	-12%	
	2018	65%	61%	4%	61%	4%	
Same Grade Comparison		-17%					
Cohort Comparison		-15%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	72%	49%	23%	53%	19%	
	2018	89%	56%	33%	55%	34%	
Same Grade Comparison		-17%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	33	31	27	42	36	20				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	32	45		38	65	67	67				
HSP	38			38							
WHT	48	49	50	65	49	45	78				
FRL	42	54	44	51	51	46	69				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	48	54	30	48	43					
BLK	48	38		58	65						
HSP	30			30							
WHT	52	57	62	66	69	52	90				
FRL	48	48	52	56	62	48	90				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	38	59	50	46	67	57	85				
BLK	58	68		59	85						
WHT	49	46	52	60	66	59	89				
FRL	38	48	54	50	66	62	86				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the 2018-2019 school data, ELA proficiency (45%) and ELA lowest performing quartile (43%). Reading proficiency showed the greatest decline in fifth grade from 63% proficient in 2018 to 49% proficient in 2019 dropping 11 points. However, the 2017 third graders showed the overall greatest decline as a cohort dropping 14% in overall proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Fifth Grade Math showed the greatest decline in same grade comparative data. In 2018, 65% of students were proficient at meeting the 5th grade standards while in 2019, only 48% of students were able to gain proficiency. The overall cohort dropped in proficiency by 15%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Achievement had the most significant gap when compared to the state data. The state scored 57% proficient while Whitehouse Elementary scored 45% proficient. It was a 12% gap. IN 2018, The state had 56% proficient and Whitehouse Elementary was at 51% proficient netting only a 5% gap. For this upcoming school year, teacher changes have been made to several grade level to ensure a more cohesive teaching/learning team focused on student achievement. The fourth graders while gaining a proficiently point for Whitehouse, when compared to the state average were at -19%. Across the board ELA proficiency should be a focus for Whitehouse Elementary.

Which data component showed the most improvement? What new actions did your school take in this area?

Both ELA Learning Gains and Math Lowest 25th Percentile increased by 2 percentage points. In 2019, Whitehouse Elementary purchased LLI and paraprofessional positions with our Title I funds. The paraprofessional support in providing small group instruction is what staff members feel like helped to contribute to the increase.
For the 2019-2020 school year, Whitehouse Elementary plans to purchase a Reading Coach to support best practices in teacher classrooms with model lesson and professional learning community topics that keep student achievement and data points in the forefront of everyone's mind. we plan to purchase three paraprofessionals to support small group reading instruction. We will implement Reading Mastery Signature Edition with student in grade K-2 and Corrective for students in grade 3-5. To develop math learning gains, we have purchased Acaletics to develop a continual standards focus in order to constantly review standards already taught and to pre-expose standards yet to be taught.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is a significant concern for Whitehouse Elementary. Last year, 64 students were chronically absent (below 90% attendance). Of those 64 students, 43 of them were in in tested grades. Overall 67% of the 64 habitually absent students were not sitting in the seats to receive daily instruction.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Achievement
2. ELA Lowest 25th Percentile
3. Math Learning Gains
4. Attendance
5. Social/Emotional well being

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading Proficiency and Learning Gains
Rationale	ELA proficiency, learning gains, and lowest performing quartile data showed a decline in student performance from 2018 to 2019. We are below the district and state averages all those components.
State the measurable outcome the school plans to achieve	If school-wide reading interventions are implemented with fidelity student ELA achievement should improve to at least 56%; overall learning gains should improve to 62%; lowest performing quartile gains should improve to 54%.
Person responsible for monitoring outcome	Candi Sweet (sweetc1@duvalschools.org)
Evidence-based Strategy	Reading Coach/Interventionist position will be used to provide additional support for literacy instruction. The materials the interventionist will use may include but are not limited to Reading Mastery and LLI. Measuring Up materials will be purchased to support Lowest Performing quartile students during tutoring.
Rationale for Evidence-based Strategy	Reading Mastery and Level Literacy Interventions are both research-based programs proven to positively impact student performance when implemented with fidelity. Measuring up is a standards-aligned supplement designed to improve students achievement when used in conjunction with a strong core program.

Action Step	
Description	1. Reading Coach will be position will be used to design, monitor and assess reading achievement progress; provide professional development and coaching for teachers. 2. Paraprofessionals will be utilized to support small groups instruction. 3. Ensure all faculty responsible for the intervention are trained within the first month of school. 4. Build a literacy intervention block into the daily schedule for all grade levels based on the recommendations from the program designers and the district. 5. Give the pre-assessment to all students to determine their currently levels and assign students to groups based on those levels. For students who test out of the interventions, time for Achieve3000 and iReady will be assigned to continue their progress. 6. Implement the reading intervention block daily with RMSE and Corrective. LLI may be used for students who test out. 7. Engage in ongoing progress monitoring using the tool provide within the programs and adjust as necessary. 8. Field experiences to provide real-world perspectives. 9. Purchase additional classroom resources to support differentiated instructional centers 10. Purchasing additional technology or technological devices to enhance student engagement
Person Responsible	Candi Sweet (sweetc1@duvalschools.org)

#2	
Title	Science Proficiency
Rationale	During the 2019 - 2020 school year, science at Whitehouse Elementary experienced a significant decrease in achievement. We believe the decrease to be a direct result of implementing a new science curriculum. We are currently mapping out the core content to ensure that all standards are mastered prior to the testing window.
State the measurable outcome the school plans to achieve	If science curriculum and supplemental program are implemented with fidelity, student Science achievement should improve to 87%.
Person responsible for monitoring outcome	Angela Jordan (planka@duvalschools.org)
Evidence-based Strategy	Purchase Pearson Interactive Science journals for fifth graders. It was developed to support Next Generation Science Standards (NGSS). Lessons are teacher-directed inquiry that adapts instruction to help students move to open inquiry.
Rationale for Evidence-based Strategy	Pearson Interactive Science is a research based Interactive Science that offers an engaging, hands-on learning experience for students in an easy-to-manage program for teachers. There is a direct correlation between student engagement and academic achievement outcomes.
Action Step	
Description	1. Purchase Pearson Interactive Science journals 2. Ensure all faculty members responsible for implementation are fully trained within the first month of school. 3. Have 5th Grade Science teacher use interactive science journals to supplement core inquiry labs and lessons with high quality color images of the standard being covered. 4. Engage in ongoing progress monitoring and adjust as needed. 5. Field experiences to provide real-world perspectives. 6. Purchase additional classroom resources to support differentiated instructional centers 7. Purchasing additional technology or technological devices to enhance student engagement
Person Responsible	Angela Jordan (planka@duvalschools.org)

#3	
Title	Math Learning Gains
Rationale	During the 2018 -2019 school year Math overall learning gains saw a significant decrease from the 2017-2018 FSA data.

State the measurable outcome the school plans to achieve	If school-wide math supplements are implemented with fidelity, student Math achievement should improve to at least 65%; overall learning gains should improve to 63%; lowest performing quartile gains should improve to 64%
Person responsible for monitoring outcome	Angela Jordan (planka@duvalschools.org)
Evidence-based Strategy	Acaletics Mathematics Program will be purchased as an additional instructional supplement to be utilized within the daily acaletics block.
Rationale for Evidence-based Strategy	The Acaletics program is a research-based supplement proven to positively improve student achievement in Mathematics when implemented with fidelity when used in conjunction with a strong core program.

Action Step	
Description	1. Ensure all faculty members responsible for implementation are fully trained within the first month of school. 2. Give the pre-assessment to all students to determine the appropriate path. 3. Create a daily schedule with a 30 minutes Acaletics block built into the last 30 minutes of the day in third through fifth grade. 4. Implement Acaletics Math with fidelity. 5. Engage in ongoing progress monitoring and adjust as needed. 6. Acaletics will be purchased to support foundational math skills. 7. Field experiences to provide real-world perspectives. 8. Purchase additional classroom resources to support differentiated instructional centers 9.Purchasing additional technology or technological devices to enhance student engagement
Person Responsible	Angela Jordan (planka@duvalschools.org)

#4	
Title	Social/Emotional Supports
Rationale	As a Title I school, Whitehouse Elementary has a large population of students that have experienced trauma and/or have socio-economic challenges. Many of these students struggle with everyday social interaction, emotional stability, and perseverance in the face of adversity.
State the measurable outcome the school plans to achieve	If a comprehensive counseling program and school-wide PBIS program are implemented with fidelity, then students' social/emotional well-being will improve. Specifically, reduce the number of discipline referrals, reduce out of school suspension rates, decrease the number of with multiple referrals throughout the year. Additionally, there may be an increase the number of referrals to full-service and other wrap-around services that support social and emotional well being.
Person responsible for monitoring outcome	Candi Sweet (sweetc1@duvalschools.org)
Evidence-based Strategy	Full implementation of classroom guidance lessons in grades K-5 as part of a comprehensive counseling curriculum. Teacher book studies on how to avoid power struggles (Power Struggles: Strategies for Educators) will help provide our teachers with the tools necessary to increase student productivity through engagement.
Rationale for Evidence-based Strategy	Studies show that the majority of discipline infractions are performed by students lacking the skills to problem solve and resolve conflict. Through classroom guidance lesson our students will receive direct instruction by a trained professional counselor to equip them with these skills. Many behaviors can be redirected and/or deescalated when teachers do not engage in power struggles with students. If teachers are equipped with the strategies needed to avoid power struggles, overall student disciplinary referrals should decrease, in quantity and severity.

Action Step	
Description	1. Work with school counselor to develop a comprehensive counseling program that includes classroom guidance lesson, small group sessions, and individual counseling session as needed. 2. Implement book study on Power Struggles through FDLRs during PLCs and early dismissals. 3. Monitor student discipline and full service referrals monthly. 4. Parent Liaison will support stakeholder relationships. 5. Field experiences to provide real-world perspectives. 6. Purchase the book Energy Bus for staff (individual book) and students (class book) 7. Purchase the book How Full is Your Bucket for staff (individual book) and students (class book) 8.
Person Responsible	Candi Sweet (sweetc1@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

5E's survey

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Whitehouse Elementary will employ a parent liaison to coordinate between our school and our community. For parents and families not able to attend to scheduled activities, follow-up information will be sent home with students in weekly folders/student agendas as well as posted on Facebook and Class Dojo. Every effort will be made to combine activities with SAC or PTA meetings while offering flexible meeting times. Parents have issues with transportation so combined meetings and flexible meeting times help. For our ELL population, we will
request a translator from the county ESOL office.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The faculty and staff work collaboratively to meet the social-emotional needs of all students utilizing a variety of human resources, as well as supplemental resources. The school counselor will use the research-based Second Step curriculum to instruct students in anti-bullying behavior, empathy training, and other social emotional skills in grades K and 1 on a weekly basis. In grades 2 - 5 our school counselor will utilize classroom guidance lessons on anti-bullying behavior, empathy training, and other social emotional skills. Our school-wide Character Education
program recognizes students who exhibit the monthly character education trait. Our school counselor works with administration,teachers, and parents to connect outside resources for students experiencing difficulty in
the social-emotional domain. We also have access to a Full Service Schools Therapists two
days per week through the expansion of the Full Service School Program. Through the multi-tiered Response to Intervention procedure, teachers and parents meet with the school counselor to plan interventions and strategies to assist students with emotional and behavior difficulties in the classroom. During this time, the school psychologist could be consulted to assist in planning appropriate behavior interventions for the student.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Voluntary Pre-Kindergarten and Kindergarten parents will receive a packet of helpful information to ensure that their students have a successful first-time experience that contains information about creating a focus account, scheduling conference, volunteering and a standards overview for grade level expectations.

K-5 Parents will be invited to attend our annual Goal Setting event in September where they will receive information on how to foster the growth mindset at home and the importance of goal setting to achieve.

They will also have the opportunity to attend Open House in which parent will receive helpful information as it pertains to their child's teacher and class schedule. Parents will receive a standards overview of academic expectations.

This year Whitehouse Elementary students and their parents will have the opportunity to participate in the Westside Engagement Seminar hosted a the West Branch Library that brings all the Westside feeder schools together to allow transitioning fifth grade parents to see what the middle and high schools have to offer to support their child's educational goals.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership Team reviews overall classroom data to identify the effectiveness of the core instruction across grade levels. Each grade level serves on a Collaborative Problem Solving Team (CPST) for Tier 2 interventions and planning for small groups of students. These CPST grade level teams plan and revise the Tier 2 interventions as needed according to the data from the interventions and current assessments. When a student is not
responding to Tier 2 interventions or not experiencing expected growth, then the grade level CPST will refer the teacher to the RTI Leadership Team for more intensive Tier 3 intervention with parent involvement. The data collection process is used to guide planning and interventions. The student's progress is monitored individually and interventions are reviewed and revised accordingly. Supplemental Academic Instruction (SAI) is used for after school tutoring by teachers to assist students who are in the lowest 25% and bubble proficiency students in both Reading, Math and Science.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Whitehouse Elementary will actively participate in the Jacksonville Goes to College Week as a means to advance college awareness. In grade 3 -5, students who achieve College Ready label will be celebrated and a certificate sent home expressing that their child is reading on grade level and is on target to be college ready.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Reading Proficiency and Learning Gains				$125,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		130-Other Certified Instructional Personnel	0511 - Whitehouse Elementary School	Title, I Part A		$125,000.00
			Notes: Reading Coach/Interventionist three paraprofessionals for small group instruction Additional learning resources for differentiated center possible RMSE and Corrective materials for support staff (paras) Field experiences Additional technology or technological devices to enhance student engagement			
2	III.A.	Areas of Focus: Science Proficiency				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

		520-Textbooks	0511 - Whitehouse Elementary School	Title, I Part A		$5,000.00
		Notes: Pearson Science Interactive Journals Additional learning resources for differentiated center Field experiences Additional technology or technological devices to enhance student engagement				
3	**III.A.**	**Areas of Focus: Math Learning Gains**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0511 - Whitehouse Elementary School			$10,000.00
		Notes: Acaletics - supplemental math Additional learning resources for differentiated center Additional technology or technological devices to enhance student engagement				
4	**III.A.**	**Areas of Focus: Social/Emotional Supports**				**$50,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0511 - Whitehouse Elementary School	Title, I Part A		$50,000.00
		Notes: Implement book study on Power Struggles through FDLRs during PLCs and early dismissals. Parent Liaison position to support positive parent/teacher interactions - AIT support (attendance) Purchase the book Energy Bus for staff (individual book) and students (class book) 7. Purchase the book How Full is Your Bucket for staff (individual book) and students (class book)				
					Total:	**$190,000.00**