Whitehouse Elementary School

2020-21 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: 6/1/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2019-20 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%)
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 is pending approval by the Duval County School Board.

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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11160 GENERAL AVE, Jacksonville, FL 32220

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	A

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SIP Authority

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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.

Demographic Information

Principal start date
Saturday 6/1/2019, Angela Jordan

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Total number of teacher positions allocated to the school
26

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
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School Grades History	2018-19: B (54%) 2017-18: B (61%) 2016-17: A (63%) 2015-16: 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
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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	69	91	58	83	67	70	0	0	0	0	0	0	0	438
Attendance below 90 percent	16	19	12	16	8	13	0	0	0	0	0	0	0	84
One or more suspensions	2	1	2	2	2	10	0	0	0	0	0	0	0	19
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	29	65	30	33	16	21	0	0	0	0	0	0	0	194
Level 1 on 2019 statewide Math assessment	41	58	40	41	9	23	0	0	0	0	0	0	0	212
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	27	55	31	32	9	22	0	0	0	0	0	0	0	176

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 8/7/2020

Prior Year - As Reported

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	
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

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	
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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				
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%	1
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	38

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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 2020-2021 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 select 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?

Attendance is a concern for Whitehouse Elementary. Last year, 20 students were chronically absent (below 90% attendance). Of those 20 students, 18 of them were in in tested grades. Overall 90% of the 20 habitually absent students were not sitting in the seats to receive daily instruction.
Note: The total number of students is a decrease from 64 in 2019-2020 to 20 in 2020-2021.
Discipline is an area of concern at Whitehouse Elementary. A total of 27 students had multiple referrals so behavior interventions were not seen as effective for challenge students. This year we plan to implement Calm Classroom and the district's Careacter Educational curriculum. We will specifically monitor and support student identified on the EWS report from 2019-2020.

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

1. ELA Achievement - Overall emphasis. Additional focus on Hispanic student performance - increase to above 41%.
2. ELA Lowest 25th Percentile - Emphasis on students with disabilities to increase above 41%
3. Math Learning Gains - Additional focus on Hispanic student performance and Students with Disabilities to increase above 41%.
4. Attendance - continue AIT meeting and incentives
5. Social/Emotional - support and monitoring for identified students from 2019-2020

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and 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.We have two ESSA subgroups that are below the federal index: Hispanic and Students with Disabilities.
Measurable Outcome:	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%. EESA subgroup performance should increase to 42% or higher.
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 teacher and paraprofessionals will use may include but are not limited to Reading Mastery, Corrective and LLI. Measuring Up materials will be purchased to support Lowest Performing quartile students during in school 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 Steps to Implement

Reading Coach will be position will be used to design, monitor and assess reading achievement progress; provide professional development and coaching for teachers.

Person Responsible	Candi Sweet (sweetc1@duvalschools.org)

Paraprofessionals will be utilized to support small groups instruction.

Person Responsible	Candi Sweet (sweetc1@duvalschools.org)

Ensure all faculty responsible for the intervention are trained within the first month of school and programs are being implemented with fidelity.

Person Responsible	Catherine Spottswood (hagoodc1@duvalschools.org)

Build a literacy intervention block into the daily schedule for all grade levels based on the recommendations from the program designers and the district.

Person Responsible	Candi Sweet (sweetc1@duvalschools.org)

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.

Person Responsible	Catherine Spottswood (hagoodc1@duvalschools.org)

Implement the reading intervention block daily with RMSE and Corrective. Achieve 3000 and LLI may be used for students who test out.

Person Responsible Catherine Spottswood (hagoodc1@duvalschools.org)

Engage in ongoing progress monitoring using the tool provide within the programs and adjust as necessary.

Person Responsible Candi Sweet (sweetc1@duvalschools.org)

Field experiences to provide real-world perspectives.

Person Responsible Angela Jordan (planka@duvalschools.org)

Purchase additional classroom resources to support differentiated instructional centers

Person Responsible Angela Jordan (planka@duvalschools.org)

Purchase additional technology or technological devices to enhance student engagement

Person Responsible Angela Jordan (planka@duvalschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	During the 2018 -2019 school year Math overall learning gains saw a significant decrease from the 2017-2018 FSA data. We have two ESSA subgroups that are below the federal index: Hispanic and Students with Disabilities.
Measurable Outcome:	If math supplements (Acaletics) for grades 2-5 are implemented with fidelity, Math achievement should improve to at least 65%; overall learning gains should improve to 63%; lowest performing quartile gains should improve to 64%. EESA subgroup performance should increase to 42% or higher.
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 for students in grades 2-5.
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 Steps to Implement

Ensure all faculty members responsible for implementation are fully trained within the first month of school.

Person Responsible	Angela Jordan (planka@duvalschools.org)

Give the pre-assessment to all students to determine the appropriate path and student grouping.

Person Responsible	Angela Jordan (planka@duvalschools.org)

Create a daily schedule with a 30 minutes Acaletics block built into the last 30 minutes of the day in third through fifth grade. Allow 2nd grade teachers to support within their classrooms.

Person Responsible	Angela Jordan (planka@duvalschools.org)

Implement Acaletics Math with fidelity (assessments, green parties, and monitoring, and grouping adjustments for students in grade 3-5).

Person Responsible	Angela Jordan (planka@duvalschools.org)

Engage in ongoing progress monitoring and adjust groupings as needed.

Person Responsible	Angela Jordan (planka@duvalschools.org)

Acaletics will be purchased to support foundational math skills.

Person Responsible	Angela Jordan (planka@duvalschools.org)

Field experiences to provide real-world perspectives if available.

Person Responsible   Angela Jordan (planka@duvalschools.org)

Purchase additional classroom resources to support differentiated instructional centers.

Person Responsible   Angela Jordan (planka@duvalschools.org)

Purchasing additional technology or technological devices to enhance
student engagement.

Person Responsible   Angela Jordan (planka@duvalschools.org)

Purchase additional in school tutoring time for students who are considered in the lowest performing quartile students and repeaters. Students will receive in school support to 2 days a week from a tutor.

Person Responsible   Angela Jordan (planka@duvalschools.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and 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 have mapped out the core content to ensure that all standards are mastered prior to the testing window.
Measurable Outcome:	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:	Use 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 Steps to Implement

Update curriculum maps to ensure all faculty members responsible for implementation are fully trained within the first month of school.

Person Responsible	Angela Jordan (planka@duvalschools.org)

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.

Person Responsible	Angela Jordan (planka@duvalschools.org)

Engage in ongoing progress monitoring and adjust curriculum maps as needed.

Person Responsible	Angela Jordan (planka@duvalschools.org)

Field experiences to provide real-world perspectives.

Person Responsible	Angela Jordan (planka@duvalschools.org)

Purchase additional classroom resources to support differentiated instructional centers

Person Responsible	Angela Jordan (planka@duvalschools.org)

Purchase additional technology or technological devices to enhance student engagement

Person Responsible	Angela Jordan (planka@duvalschools.org)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	As a Title I school, Whitehouse Elementary has a large population of students that have experienced trauma and/or have socio-economic challenges. Based on our 5E's survey data, many of these students struggle with everyday feeling safe at school, social interaction, emotional stability, and perseverance in the face of adversity. Due to COVID-19, these factors may be exacerbated.
Measurable Outcome:	If a comprehensive counseling program, school-wide PBIS program, the district's Careacter Educational program and Calm Classroom 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 students with multiple referrals throughout the year. On the 2020-2021 5E's survey students data will show an increase in students who feel safe at school. 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 the district's Careacter Educational and Calm Classroom lessons in grades K-5 as part of a comprehensive counseling curriculum will help provide our teachers with the tools necessary to increase student productivity through student 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 Calm Classroom and Careacter Education lessons our students will receive direct instruction 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 as well as students who receive multiple referral infractions.

Action Steps to Implement

Implement the district's Careacter Educational lessons and Calm Classroom with fidelity.

Person Responsible	Rhonda Jones (jonesr@duvalschools.org)

Work with school counselor to develop a comprehensive counseling program that includes classroom guidance lesson, small group sessions, and individual counseling session as needed. Review previously EWS identified students with attendance or multiple referrals to offer targeted support.

Person Responsible	Rhonda Jones (jonesr@duvalschools.org)

Monitor student discipline and full service referrals monthly.

Person Responsible	Candi Sweet (sweetc1@duvalschools.org)

Parent Liaison will support stakeholder relationships.

Person Responsible	Candi Sweet (sweetc1@duvalschools.org)

#5. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on our 2019-2020 standards based classroom walk-through and our 5E's survey data, teachers at Whitehouse Elementary need to collaborate and develop learning arcs to ensure the student tasks and assessments are aligned to the grade level standards which would lead to an increase in student performance and overall achievement in all subject areas.
Measurable Outcome:	If Whitehouse Elementary core teachers develop learning arcs that are fully aligned to grade-level standards then student tasks and assessments will have the level of rigor and depth to cover the full standard increasing our SWT dial for student task alignment (0.6) and learning arc alignment (0.9) to 1.4 or higher.
Person responsible for monitoring outcome:	Angela Jordan (planka@duvalschools.org)
Evidence-based Strategy:	During PLCs teachers will develop learning arcs that include aligned student tasks and assessments for a given standard that have necessary rigor and depth to cover the full standard.
Rationale for Evidence-based Strategy:	By developing learning arcs in PLCs teachers will be able to leverage the resources that are available to them to select the one(s) that will support the full standard by decomposing the standard into manageable parts.

Action Steps to Implement

Select standards based on grade level and subject, identify the verbs and nouns (use language of the standard), and identify the available resources. Review assessment item types to correlate with the learning arc.

Person Responsible   Angela Jordan (planka@duvalschools.org)

Determine the number of parts and develop a learning arc that matches the decomposed standard. Align assessment item types to correlate with the learning arc.

Person Responsible   Angela Jordan (planka@duvalschools.org)

Identify aligned task and assessment opportunities utilizing available resources or creating our own based on item specifications.

Person Responsible   Angela Jordan (planka@duvalschools.org)

Ensure equivalent assessment item types that are related to mastery of the standard by completing item analysis and reflection on their tie to the learning arc. Review student work samples and exit tickets for standards mastery.

Person Responsible   Angela Jordan (planka@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Attendance - continue to monitor and track previously identified students with less than 90% attendance rates. Continue AIT meetings and incentives for identified students to decrease absences that exceed 10 days in a quarter.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 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 may have issues with transportation so combined meetings and flexible meeting times are helpful. For our ELL population, we will
request a translator from the county ESOL office for conferences and special events. We will also translate school newsletters and memos into family's home language to increase communication.

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$139,951.45
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0511 - Whitehouse Elementary School	Title, I Part A	436.0	$102.53
			Notes: Classroom newletter, school compacts, etc...			
	6400	239-Other	0511 - Whitehouse Elementary School	Title, I Part A	1.0	$268.69
			Notes: Creating a successful RMSE/ Corrective classroom - Vista Spottswood (Literacy Coach) - planning PD for start of school.			

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0511 - Whitehouse Elementary School	Title, I Part A	436.0	$66,893.23
			Notes: Coach Salary/benefits for 2020-2021			
	5100	150-Aides	0511 - Whitehouse Elementary School	Title, I Part A	436.0	$72,687.00
			Notes: 3 paraprofessionals to support RMSE/ Corrective implementation			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$3,787.18**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900		0511 - Whitehouse Elementary School	Title, I Part A	208.0	$3,787.18
			Notes: in-school tutor for students in 3-5			
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$1,699.95**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0511 - Whitehouse Elementary School	Title, I Part A	150.0	$1,699.95
			Notes: Hand2Mind Science Starter kits - grades 3 - 5, Increase STEM focus to engage students			
4	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$14,058.41**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6100	160-Other Support Personnel	0511 - Whitehouse Elementary School	Title, I Part A	436.0	$14,058.41
			Notes: Parent Liaison			
5	**III.A.**	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$0.00**
					Total:	**$159,496.99**