Edward H. White High School

2021-22 Schoolwide Improvement Plan

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Edward H. White High School

1700 OLD MIDDLEBURG RD N, Jacksonville, FL 32210

http://www.duvalschools.org/edwhite

Demographics

Principal: Traci Battest

Start Date for this Principal: 2/8/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (53%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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1700 OLD MIDDLEBURG RD N, Jacksonville, FL 32210

http://www.duvalschools.org/edwhite

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	99%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide an environment that promotes academic excellence, inspires leadership, and strengthens physical, mental, social and emotional well-being.

Provide the school's vision statement.

Our vision is for Edward H. White High School students to be prepared for success as well-rounded leaders through rigorous instruction, enrichment activities, respectful interaction, effective discipline and community service

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Battest, Traci	Principal	Oversees the educational, operational, and financial needs of the school.
Reising, Abraham	Assistant Principal	Assists and supervise the curriculum of the school
Nightingale, Latosha	Instructional Coach	Reading, ELA
Terrell, Anastasia	Instructional Media	Magnet Coordinator, recruiting and building a base of college-going graduates.
Gresham, Robert	Assistant Principal	Assists and supervise the instruction and operations of the school
Harvey, Latisha	Instructional Coach	Assists and supervise the instruction of the teachers
Murphy, Damon	Assistant Principal	Assists and supervise the instruction of the school
Wright, Dishon	Instructional Coach	Assists and supervise the implementation of standards within the classroom

Demographic Information

Principal start date
Thursday 2/8/2018, Traci Battest

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.*

0

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.*

10

Total number of teacher positions allocated to the school

85

Total number of students enrolled at the school

1,515

Identify the number of instructional staff who left the school during the 2020-21 school year.

17

Identify the number of instructional staff who joined the school during the 2021-22 school year.

15

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0	0	471	489	365	296	1621
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	42	55	37	12	146
One or more suspensions	0	0	0	0	0	0	0	0	0	36	25	18	0	79
Course failure in ELA	0	0	0	0	0	0	0	0	0	173	111	67	3	354
Course failure in Math	0	0	0	0	0	0	0	0	0	132	177	76	3	388
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	197	160	117	55	529
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	10	24	12	55	101
Number of students with a substantial reading deficiency	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	0	0	0	0	0	0	0	0	0	115	74	43	10	242

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	0	0	0	0	0	0	83	117	53	5	258
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	22	0	0	30

Date this data was collected or last updated

Tuesday 7/13/2021

2020-21 - 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	0	0	0	0	0	0	0	0	0	429	465	349	278	1521
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	122	85	58	47	312
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	197	160	117	55	529
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	10	24	12	55	101

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	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	0	0	0	0	0	0	0	0	0	429	465	349	278	1521
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	122	85	58	47	312
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	197	160	117	55	529
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	10	24	12	55	101

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	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement				34%	47%	56%	35%	47%	56%
ELA Learning Gains				40%	48%	51%	48%	49%	53%
ELA Lowest 25th Percentile				30%	42%	42%	40%	42%	44%
Math Achievement				39%	51%	51%	44%	51%	51%
Math Learning Gains				40%	52%	48%	54%	55%	48%
Math Lowest 25th Percentile				44%	47%	45%	47%	50%	45%
Science Achievement				52%	65%	68%	51%	61%	67%
Social Studies Achievement				54%	70%	73%	53%	67%	71%

Grade Level Data Review - State Assessments
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**
09	2021					
	2019	29%	48%	-19%	55%	-26%
Cohort Comparison						
10	2021					
	2019	35%	48%	-13%	53%	-18%
Cohort Comparison		-29%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	49%	67%	-18%	67%	-18%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	51%	68%	-17%	70%	-19%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	24%	57%	-33%	61%	-37%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	41%	61%	-20%	57%	-16%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

District PMA 1,2, and 3 for ELA 9th and 10th, Geometry, Algebra 1, Biology, and US History.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	349/48%	372/53%	338/23%
	Economically Disadvantaged	349/48%	372/53%	338/23%
	Students With Disabilities	51/15%	51/13%	40/.8%
	English Language Learners	22/18%	19/10%	18/.11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	101/33%	113/30%	106/25%
	Economically Disadvantaged	101/33%	113/30%	106/26%
	Students With Disabilities	5/0%	6/16%	4/25%
	English Language Learners	3/66%	3/33%	3/66%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	51/67%	52/60%	48/65%
	Economically Disadvantaged	51/67%	52/60%	48/65%
	Students With Disabilities	0/n/a	1/100%	1/100%
	English Language Learners	0/n/a	0/n/a	0/n/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/n/a	0/n/a	0/n/a
	Economically Disadvantaged	0/n/a	0/n/a	0/n/a
	Students With Disabilities	0/n/a	0/n/a	0/n/a
	English Language Learners	0/n/a	0/n/a	0/n/a

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	312/29%	363/37%	351/28%
	Economically Disadvantaged	312/29%	363/37%	351/28%
	Students With Disabilities	46/7%	55/18%	49/14%
	English Language Learners	18/33%	19/37%	21/29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	330/27%	363/21%	349/17%
	Economically Disadvantaged	330/27%	363/21%	349/17%
	Students With Disabilities	11/0%	15/13%	12/16%
	English Language Learners	5/40%	5/20%	2/33%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	135/44%	137/37%	131/41%
	Economically Disadvantaged	135/44%	137/37%	131/41%
	Students With Disabilities	19/26%	19/26%	20/35%
	English Language Learners	7/57%	7/57%	7/57%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	19/58%	22/64%	20/75%
	Economically Disadvantaged	19/58%	22/64%	20/75%
	Students With Disabilities	0/n/a	1/0%	0/n/a
	English Language Learners	2/50%	2/100%	2/100%

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/n/a	0/n/a	0/n/a
	Economically Disadvantaged	0/n/a	0/n/a	0/n/a
	Students With Disabilities	0/n/a	0/n/a	0/n/a
	English Language Learners	0/n/a	0/n/a	0/n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	214/29%	223/21%	218/29%
	Economically Disadvantaged	214/29%	223/21%	218/29%
	Students With Disabilities	30/16%	35/8%	35/11%
	English Language Learners	18/33%	19/16%	26%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	117/27%	114/32%	111/31%
	Economically Disadvantaged	117/27%	114/32%	111/31%
	Students With Disabilities	26/15%	27/15%	25/8%
	English Language Learners	9/11%	8/38%	10/30%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	236/36%	229/38%	223/44%
	Economically Disadvantaged	236/36%	229/38%	223/44%
	Students With Disabilities	30/20%	27/15%	25/16%
	English Language Learners	16/25%	16/25%	14/29%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/n/a	0/n/a	0/n/a
	Economically Disadvantaged	0/n/a	0/n/a	0/n/a
	Students With Disabilities	0/n/a	0/n/a	0/n/a
	English Language Learners	0/n/a	0/n/a	0/n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	107/20%	109/15%	116/6%
	Economically Disadvantaged	107/20%	109/15%	116/6%
	Students With Disabilities	24/13%	22/4%	22/0%
	English Language Learners	14/29%	11/18%	14/7%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/23%	14/21%	12/33%
	Economically Disadvantaged	13/23%	14/21%	12/33%
	Students With Disabilities	3/0%	3/0%	3/0%
	English Language Learners	13/23%	14/21%	12/33%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/50%	13/46%	14/50%
	Economically Disadvantaged	10/50%	10/50%	10/50%
	Students With Disabilities	1/0%	1/100%	2/0%
	English Language Learners	0/n/a	0/n/a	1/0%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	28	33	28	34	34	38	37	38		94	44
ELL	5	49	55	35	46		35	38		94	82
ASN	38	60		56				80		100	100
BLK	22	32	34	27	34	49	34	40		96	81
HSP	15	40	48	40	47		46	27		97	85

2021 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 2019-20	C & C Accel 2019-20
MUL	46	52		36	40		56				
WHT	36	43	50	30	22	20	54	47		90	77
FRL	23	35	38	28	35	49	37	38		94	80

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	26	27	28	35	32	29	39	44		85	49
ELL	14	24	14	33			27	42			
ASN	52	52		71	64		70	73		95	95
BLK	28	37	26	34	39	45	47	50		91	76
HSP	33	25	13	34	12		45	56		91	75
MUL	42	52		50			73			85	82
WHT	47	51	62	48	47	45	64	67		82	83
FRL	31	37	28	39	40	41	51	49		88	77

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	31	45	37	39	45		45	46		75	21
ELL	9	36	30								
ASN	50	52		45	50					92	100
BLK	27	46	43	39	48	40	43	43		89	70
HSP	40	48	33	54	67		58	48		89	56
MUL	35	50		31				82		70	
WHT	50	50	32	58	67		72	80		72	63
FRL	32	46	41	44	55	45	49	51		84	65

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	45
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	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	47
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There is a noticeable trend across accountability grade levels, in all content areas, for the ESE and ELL subgroups. These subgroups at least 10-20% below the proficiency achievement of peers in ELA and Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Due to COVID-19, this question is answered using 2019 data. ELA Learning Gains showed the greatest need for improvement based on PMA data and state assessment. This initial calibration year for the ELA department and leadership team did not show growth in ELA Learning Gains as they were acclimating to being a cohesive ELA team. There is a need to provide professional development to ensure an increase in quality instructional practices and standards alignment in content areas to impact student achievement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The barriers attributing to this low performance include a Covid-19 Virtual learning, a new Instructional Coach, new teachers in ELA accountability areas, and a ELA teacher on FMLA. New actions that will be taken are to add additional leadership to support the ELA department who are primarily ELA content area educators.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Due to COVID-19, this question is answered using 2019 data. Geometry proficiency showed most improvement. The school intentionally placed seasoned, Geometry-minded, teachers with double blocked students in Geometry and intensive math to support improvements in this area.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors for this improvement all steam from intentional scheduling and placement of teachers. When scheduling we intentionally placed seasoned, Geometry-minded, teachers with double blocked students in Geometry and intensive math to support improvements in this area.

What strategies will need to be implemented in order to accelerate learning?

The strategies we will implement this year will build off of our previous years success in Geometry. Ensuring that Geometry-minded, teachers are placed with double blocked students in Geometry and intensive math to support improvements in this area.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PD:
Student barriers for performance
Learning Arc/ Standards unpack
Focus Walk throughs
Aligned Assessments/ Equivalent Experience Assessment
Embedding reading across all content area- ACES(commander writing strategies, Commander text marking)
Culturally relevant classrooms
Differentiated instruction to address all subgroups

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

4 Step process
Access to district personal
Tutoring
Boys and Girls Club

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Our focus will be to ensure effective teacher planning, resulting in appropriately aligned standards-based instruction and tasks. During the 21-22 school year, fewer than 30% of our teachers demonstrated mastery of standards-based instructional planning aligned to tasks and assessments. • Title 1 funds will be utilized as an additional layer of support to students by funding the following positions Language Arts Mathematics Social Studies Science (2 positions) Reading Coach Dean of Students Math Coach • Utilize Title 1 Funds to hire a Dean to support the Culture and Environmental needs of the school. An additional dean will directly impact and support the needs of the school, as we work collaboratively to strengthen culture and climate among students and stakeholders. To improve student readiness for the public postsecondary level as a school we ensure that students start off by identifying students for: ACT/SAT Prep Class ACT/SAT Boot Camps CTE Academies that provided industry certifications. Partnerships that provide pipelines into the work force such as : UPS, Amazon On the job training skills such as Golden Coral, UPS, Amazon, Chartwell
Measurable Outcome:	Our focus will be to ensure effective teacher planning, resulting in appropriately aligned standards-based instruction and tasks. During the 21-22 school year, fewer than 30% of our teachers demonstrated mastery of standards-based instructional planning aligned to tasks and assessments.
Monitoring:	Weekly check ins from our Standards Coach as well as Our Instructional coaches along with targeted professional development/common planning that will provide strategies and facilitate methods of implementation for teachers.
Person responsible for monitoring outcome:	Traci Battest (rogerst3@duvalschools.org)
Evidence-based Strategy:	Weekly check ins from our Standards Coach as well as Our Instructional coaches along with targeted professional development/common planning that will provide strategies and facilitate methods of implementation for teachers.
Rationale for Evidence-	The rationale for selection of this strategy to improve upon the use and quality of standards based instruction within all of our classrooms daily.

**based
Strategy:**

Action Steps to Implement

Weekly check ins from our Standards Coach as well as Our Instructional coaches along with targeted professional development/common planning that will provide strategies and facilitate methods of implementation for teachers. Persons responsible for monitoring this step are the Administrators.

Classroom supplies (paper, pens, pencils, flash drives)
Professional Development (Innovative School Summit)

Person Responsible

Traci Battest (rogerst3@duvalschools.org)

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

Area of Focus Description and Rationale:	The 2021 5 Essentials survey shows the vast majority of Students indicated the need to focus on increasing the Supportive Environment in the school. Specifically, these survey results identify a need for building student-teacher relationships. • Title 1 Funds will be used to purchase Interactive Carts, which have been identified as part of our schoolwide budget. The aforementioned items will be utilized to enhance classroom instruction and improve student student achievement. Title 1 funds utilize Title 1 Funds to pay for the Orlando Avid Conference.
Measurable Outcome:	Vast majority of teachers will build effective and appropriate student-teacher relationships that provide a supportive and safe learning environment. This outcome will be measured using results from the 2022 5 Essentials student surveys, in which we expect to see at least a 10 percent increase in Student-Teacher Trust
Monitoring:	Schoolwide PBIS initiatives will be implemented to boost both student and teacher morale by providing support through homeroom teams.
Person responsible for monitoring outcome:	Robert Gresham (greshamr1@duvalschhools.org)
Evidence-based Strategy:	Schoolwide PBIS initiatives will be implemented to boost both student and teacher morale by providing support through homeroom teams.
Rationale for Evidence-based Strategy:	The rationale for this strategy is that the Climate & Culture Committee will analyze current school systems and implement strategies to increase student and teacher morale, thus building relationships and ensuring students understand the concept of "I am my brother's keeper".

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

As a school we rank high in the area of Violence and Drug Incidents as compared to the state. To reduce the number of incidents we will implement a school wide PBIS plan that will allow students the opportunity to earn PBIS dollars to be used within our school wide store on a weekly basis. Teachers and students will collaborate with deans and Admin to create and implement a PBIS plan. Deans will share quarterly discipline data with faculty and staff as well hold grade level meetings each semester.

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.

Ed White has built a positive school culture through prioritizing achievement, accountability, acceleration, academics and athletics. As the P.R.I.D.E. of the Westside, we uphold strong rituals and routines that allow our students to know, understand and buy in to the Commander culture. Through known expectations and our PBIS plan, students feel safe, and can anticipate what each day at Ed White will hold and the standard that they will be expected to rise to. We also provide a print rich, culturally relevant campus that is safe and inviting. The faculty and staff work to foster positive relationships with students each day. As a community partnership school, we provide wrap around services to our students, families, and community members with additional needs. The leadership team works to foster a family oriented environment on campus which builds a sense of community and Commander P.R.I.D.E.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Faculty and Staff
Instructional and Non Instructional Staff-
1. Responsible for implementing the PBIS plan and holding students accountable for behavior in and outside of the classroom.
2. Participating and volunteering in extra curricular activities and school events.
Deans -
1. Responsible for establishing, collaborating, and monitoring the PBIS team
Administration
Community Partners

Students - Responsible for following the rituals, routines, and expectations established at the school. In addition, ensure that they self monitor academic achievement, take advantage of opportunities and services provided, as well as seek adult support when needed to problem solve before resorting to behaviors that may result in consequences.

Parents-

1. Responsible for ensuring student attendance, appearance, and behaviors are aligned to school wide and district expectations.

2. Communicate with school staff and leadership to problem solve and address concerns.

3. Attend events and volunteer to support the school

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	590-Other Materials and Supplies	2481 - Edward H. White High School	School Improvement Funds	1.0	$1,000.00
			Notes: Title 1 funds will be used to create opportunities to celebrate teachers and students who are meeting mastery towards standards aligned goals. Title 1 funds will be utilized as an additional layer of support to students by funding the following positions: Language Arts Mathematics Social Studies Science (2 positions) Reading Coach Dean of Students Utilize Title 1 Funds to hire a Dean to support the Culture and Environmental needs of the school. An additional dean will directly impact and support the needs of the school, as we work collaboratively to strengthen culture and climate among students.			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	590-Other Materials and Supplies	2481 - Edward H. White High School	School Improvement Funds	1.0	$2,000.00
			Notes: Funds will be used for rewards students who exhibit Commander Traits and for PBIS rewards in our PBIS store. Funds will also be used to Increase signage throughout the school to ensure PBIS is integrated into the hallways and classrooms. Funds will be used to purchase Classroom supplies (paper, pens, pencils, flash drives) Professional Development (Innovative School Summit) Title 1 funds utilize Title 1 Funds to pay for the Orlando Avid Conference.			
					Total:	$3,000.00