

Duval County Public Schools

Whitehouse Elementary School



2021-22 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: 7/30/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2020-21 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%)
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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Whitehouse Elementary School

11160 GENERAL AVE, Jacksonville, FL 32220

<http://www.duvalschools.org/whitehouse>

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)
Elementary School PK-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

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

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SIP Authority

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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 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	Position 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.
Spottswood, Catherine	Reading Coach	Support the principal in the development, implementation and evaluation of instructional and social/emotional programs. Helps create school-wide reading goals related to student learning through prevention and intervention academic programs.
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.

Demographic Information

Principal start date

Friday 7/30/2021, 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.*

4

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

381

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

4

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

4

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	65	47	69	72	50	109	0	0	0	0	0	0	0	412
Attendance below 90 percent	1	17	24	26	14	46	0	0	0	0	0	0	0	128
One or more suspensions	0	2	1	1	0	1	0	0	0	0	0	0	0	5
Course failure in ELA	1	1	0	0	0	2	0	0	0	0	0	0	0	4
Course failure in Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	1	5	40	33	12	81	0	0	0	0	0	0	0	172
Level 1 on 2019 statewide FSA Math assessment	1	9	32	28	16	57	0	0	0	0	0	0	0	143
Number of students with a substantial reading deficiency	0	0	0	40	35	44	0	0	0	0	0	0	0	119
	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	1	8	34	30	9	68	0	0	0	0	0	0	0	150

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	1	2	0	5	1	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 7/30/2021

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	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

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	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

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				45%	50%	57%	51%	50%	56%
ELA Learning Gains				51%	56%	58%	53%	51%	55%
ELA Lowest 25th Percentile				43%	50%	53%	55%	46%	48%
Math Achievement				59%	62%	63%	62%	61%	62%
Math Learning Gains				52%	63%	62%	67%	59%	59%
Math Lowest 25th Percentile				53%	52%	51%	50%	48%	47%
Science Achievement				76%	48%	53%	91%	55%	55%

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
03	2021					
	2019	46%	51%	-5%	58%	-12%
Cohort Comparison						
04	2021					
	2019	39%	52%	-13%	58%	-19%
Cohort Comparison		-46%				
05	2021					
	2019	49%	50%	-1%	56%	-7%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	61%	6%	62%	5%
Cohort Comparison						
04	2021					
	2019	49%	64%	-15%	64%	-15%
Cohort Comparison		-67%				
05	2021					
	2019	48%	57%	-9%	60%	-12%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	72%	49%	23%	53%	19%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades 1, 2, : I-ready

Grades 3, 4 and 5: PMA

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4/5%	16/22%	28/38%
	Economically Disadvantaged	2/5%	8/21%	16/40%
	Students With Disabilities	0/0%	1/10%	5/50%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/1%	15/21%	33/45%
	Economically Disadvantaged	0/0%	9/23%	18/45%
	Students With Disabilities	0/0%	2/20%	5/50%
	English Language Learners	0/0%	0/0%	0/0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/18%	35/43%	50/61%
	Economically Disadvantaged	8/17%	17/40%	22/52%
	Students With Disabilities	0/0%	1/8%	4/33%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/8%	23/28%	55/67%
	Economically Disadvantaged	5/11%	12/29%	29/69%
	Students With Disabilities	0/0%	1/8%	9/75%
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24/46%	25/47%	29/55%
	Economically Disadvantaged	9/38%	8/32%	9/38%
	Students With Disabilities	1/17%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27/51%	29/56%	35/67%
	Economically Disadvantaged	8/33%	8/33%	13/57%
	Students With Disabilities	0/0%	2/33%	1/17%
	English Language Learners	0/0%	0/0%	0/0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34/44%	46/56%	35/47%
	Economically Disadvantaged	17/34%	26/49%	14/30%
	Students With Disabilities	2/18%	2/18%	1/9%
	English Language Learners	0/0%	1/20%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40/52%	38/50%	27/39%
	Economically Disadvantaged	22/44%	20/42%	12/29%
	Students With Disabilities	4/36%	4/36%	2/20%
	English Language Learners	1/25%	1/25%	0/0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31/49%	35/56%	33/61%
	Economically Disadvantaged	16/46%	18/51%	15/56%
	Students With Disabilities	2/25%	2/29%	3/50%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32/51%	33/52%	25/46%
	Economically Disadvantaged	13/37%	16/46%	8/30%
	Students With Disabilities	2/25%	3/43%	3/50%
	English Language Learners	0/0%	0/0%	0/0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	47/75%	54/89%	47/89%
	Economically Disadvantaged	23/66%	29/85%	21/81%
	Students With Disabilities	4/50%	5/71%	5/83%
	English Language Learners	0/0%	1/100%	1/100%

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	24	55		32	45						
BLK	47	50		41	33		82				
HSP	50			67							
WHT	52	61	45	55	49		84				
FRL	42	54	50	42	39	17	77				
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				

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	51
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	59
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	
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	58
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?

Based on the initial glance at the 2020-2021 data, Whitehouse Elementary's ELA scores, showed that the small group reading interventions and tutoring allowed student's academic proficiency, growth and gains to maintain or increase from 2018-2019. ELA proficiency 54 (+6), gains 58 (+7) and LPQ growth 53 (+10). Whitehouse Math proficiency dropped from 59 to 54 (-5), math gains dropped from 52 to 48 (-4) and LPQ gains dropped from 53 to 27 (-26). Science scores for Whitehouse Elementary shows an increase of 5 points from 76 to 81.

Need more time to view subgroup trends.

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

Based on the 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.

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%.

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

In 2019, ELA Learning Gains and Math Lowest 25th Percentile increased by 2 points. Whitehouse Elementary added LLI and paraprofessional with Title I funds. Paraprofessionals provided small group instruction. The targeted small group instruction is what staff members feel like helped to contribute to the increase.

In 2020-2021, Whitehouse Elementary added a Reading Coach to support best practices, modeling lessons, lead data discussions and professional learning communities. We implemented Reading Mastery with K-2 students and Corrective for select students in grades 3-5. Paraprofessionals and targeted staff were trained to deliver explicit reading instruction. Title I funds also supported a Parent Liaison to provided families with additional support and access. This position was critical as we transitioned to Duval Homeroom in 2020 due to COVID 19. For 2021-2022, our Title I dollars will continue to fund a Reading Coach, Paraprofessionals and a Parent Liaison

In 2020, Acaletics developed a continual review and pre-exposure standards yet to be taught in the learning progression. Whitehouse Elementary implemented Acaletics and saw monthly progress in students mastering standards. However, our 2021 data suggests that additional explicit math instruction is required to develop proficiency and gains. Based on the 2021 FSA Math data, math gains across the board were unsuccessful. Gains dropped 6 points (52 to 48) and LPQ gains saw a significant drop from 53 to 27 (-26). Whitehouse Elementary is looking to add daily in school tutoring opportunities in math focused on the major work of the grade level for 4th and 5th grade.

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

Based on the 2019 data, all areas of student performance declined from the 2018 FSA reporting period.

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

Based on the 2021 FSA ELA data, Whitehouse Elementary is making a slight positive trend and will continue to implement Reading Mastery Signature Edition with student in grade K-2 and Corrective for select students in grade 3-5. Trained staff and paraprofessionals will continue to deliver explicit reading instruction to close reading gaps for all subgroups. There will be a special focus on 3rd grade with targeted in school tutoring on key standards and test taking procedures.

Based on the 2021 data, there are several factors that contributed to the decline of Whitehouse Elementary's FSA Math Gain and LPQ Gains.

The 2020 COVID 19 pandemic left schools scrambling to enter a virtual learning environment to close out the school year. As we completed the last quarter online, several areas became clear roadblocks to students learning unfamiliar learning platforms; dedicated home learning space and time; personal needs/safety not being met; and getting technology, hotspots and materials into student homes. As we started school in 2020, the pandemic continued to create inequities in student learning experiences and opportunities. Whitehouse Elementary provided both face to face instruction as well as virtual instruction. Many starts and stops occurred as students and staff were in and out of quarantine creating additional learning loss or gaps. Whitehouse Elementary is looking to add daily in school tutoring opportunities in math focused on the major work of the grade level for 4th and 5th grade to close the

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

Whitehouse Elementary is looking to add daily in school tutoring opportunities in math focused on the major work of the grade level for 4th and 5th grade.

Whitehouse Elementary will continue to implement Reading Mastery Signature Edition with student in grade K-2 and Corrective for select students in grade 3-5. Trained staff and paraprofessionals will continue to deliver explicit reading instruction to close reading gaps for all subgroups. There will be a special focus on 3rd grade with targeted in school tutoring on key standards and test taking procedures.

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.

August - Data trends (FSA), goal setting and teacher IPDPs, 4-step plan
 September - Data review (baselines), goal adjustments, I-ready, Achieve 3000, PMPs, RMSE/ Corrective progress tracking, Acaletics, small group learning targets, Learning Arc development and implementation, Test taking observations, Freckle data reports
 October - Rtl implementation and tracking, 3rd grade portfolio and standards proficiency tracking, Learning Arc development and implementation, target learning groups, Test taking strategies, Top Score
 November - Review of all systems, Learning Arc development and implementation, 4-step plan review and update, Acaletics updates
 December/January - Midyear data review, Learning Arc development and implementation, pacing calendars
 February - targeted learning groups update, goal monitoring, 4-step plan review and update
 March - Final data review towards school based goals
 April - Testing expectations, PMP close out, Rti close out,

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

Weekly walkthroughs will be conducted to maintain a tight alignment to standards. Trend data will be shared in PLC and a plan developed to target areas of need. Leadership will develop a 4 step plan to target and tier support for students. Teachers will be trained to provide explicit reading and math instruction through PLC. Common planning time will support targeted standards with learning arc development. Leadership data chats with students and teachers quarterly to monitor progress towards overall school goals. Teacher data chats with students after each major assessment to help students track their progress towards their personal learning goals.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	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.
Measurable Outcome:	If students can increase their ability to navigate their day with successful transitions, peer interactions, less power struggles and conflict resolution skills then there will be further decrease in out of school suspensions.
Monitoring:	School counselor will develop a monthly schedule to deliver CAREacter lessons monthly for all K-5 classes. Teachers will utilize Calm Classroom strategies prior to all major transitions.
Person responsible for monitoring outcome:	Rhonda Jones (jonesr@duvalschools.org)
Evidence-based Strategy:	School counselor will plan and deliver specific CAREacter lessons monthly for all K-5 classes. Teachers will utilize Calm Classroom strategies prior to all major transitions (at least 3 times a day).
Rationale for Evidence-based Strategy:	Based on discipline data for the last three years, Whitehouse Elementary's out of school suspensions rates have been declining. We will continue to utilize social/emotional learning tools to help students develop strategies to problem solve effectively thus leading to less loss of personal control.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Based on our 2020-2021 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. Teachers in K-2 will be fully implementing the BEST standards, collaboration is critical to ensure that grade level standards alignment for increase student mastery.
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 to maintain a 3 or higher on our SWT dial for student task alignment (3.3 - 2021) and learning arc alignment (4.7 - 2021).
Monitoring:	Each week, the Administrative team and Reading Coach will use the SWT to monitor classroom instruction and standards alignment. Each person will complete 2 independently and then 2 will be for calibration. Weekly leadership team meetings to discuss SWT dial results and to plan for PLC/ Common Planning. Biweekly PLC will focus on key instructional needs as notated by the walkthroughs. Teachers will use biweekly planning time to continue to develop learning arcs that support the major work of the grade level/subject area. As lessons are taught, teachers will have the opportunity to view other grade level teachers teaching the arc to provide feedback to one another on areas of strength and areas of adjustments needed in the learning arcs to increase aligned tasks.
Person responsible for monitoring outcome:	Catherine Spottswood (hagoodc1@duvalschools.org)
Evidence-based Strategy:	Utilize the Good Collaboration Toolkit (5E's resource for collaboration) to define roles in collaboration: Facilitator, Communicator, Note Taker, Meeting Manager, Time Keeper/ Organizer. Peer observation of learn arc being taught to provide teachers the opportunity to make adjustment to learning arcs as they progress.
Rationale for Evidence-based Strategy:	Based on the 5E's survey Whitehouse teachers value collaboration. However, the last year teachers were not able to fully collaborate due to COVID 19 protocols. When learning arcs are created there are times when arcs are unsuccessful however, if teachers are able to view or to make adjustments based on peer feedback the the student task alignment would increase thus leading to higher standards mastery.

Action Steps to Implement

Identify and evaluate individual motivations, goals and values for collaboration (pre-planning)
Engage in discussion with potential collaborators about how to initiate a productive collaboration.
Talk candidly and productively when collaborators are confronted with obstacles and roadblocks.
Debrief after collaboration with positive and negative outcomes.

Person Responsible Candi Sweet (sweetc1@duvalschools.org)

#3. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Based on 2021 FSA data, Whitehouse Elementary learning gains and LPQ gains were 50% or less.

Measurable Outcome: If Whitehouse Elementary school teachers increase small group instruction and tutoring student learning gains would increase in all areas greater than 50%.

Monitoring: Whitehouse leadership team will develop a 4-step plan to identify student needs and tier the support each child needs through small group instruction or tutoring.

Person responsible for monitoring outcome: Angela Jordan (planka@duvalschools.org)

Evidence-based Strategy: Target student support based on 2021 FSA (3-5/I-ready (K-2) through a 4 step plan.

Rationale for Evidence-based Strategy: Utilizing the 4 step plan, the WES Leadership team can identify additional supports needs for student to be successful in meeting grade level requirements. The Leadership team can then support teachers in selecting materials that needs for each support level.

Action Steps to Implement

Paraprofessionals will support small groups instruction for RMSE and Corrective by working with Reading Coach to target students based on data.

Person Responsible Catherine Spottswood (hagoodc1@duvalschools.org)

#4. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	<p>As a result of a world-wide pandemic, families are dealing with illness, financial hardships, food insecurity, mental health concerns, and the possible deaths of family and friends. School based family engagement matters now more than ever especially for our working-class families and families of color. Nine out of ten parents worry their child is falling behind academically. Based on on 5E's parent survey data, parent involvement in schools was 48 (neutral) and teacher-parent trust was 38 (weak). If Whitehouse Elementary employees a parent liaison then we can support parent engagement and build positive teacher/parent relationships. Our teachers do not view our parents as educational partners and our parents are not engaged in activities related to their child's academic growth. Our focus with this grant is to target "Involved Families". It is imperative that we design a more integrated school/parent partnership. We must increase opportunities for our staff to work alongside our parent/guardians (especially our working-class families and families of color) to support students.</p>
Measurable Outcome:	<p>Using the 5 essentials survey, the results for teacher-parent trust will increase by 10 points and parental involvement will increase by 10 points. .</p>
Monitoring:	<p>The parent liaison will support Whitehouse Elementary parental involvement by speaking with parents who need materials, supplies or workshops to increase their personal knowledge to support their child's learning. The parent liaison will also coordinate parent conferences and meeting with teachers (in person/virtual) to increase ease of scheduling and parent satisfaction that their requests are heard by the school.</p>
Person responsible for monitoring outcome:	<p>Candi Sweet (sweetc1@duvalschools.org)</p>
Evidence-based Strategy:	<p>As we start school, we will begin to gain input from our stakeholders regarding the needs of their families. We will increase our communication through electronic and social platforms due to social distancing.</p> <p>However, for our targeted group: working-class families and families of color our Parent Liaison will make personal phone calls utilizing translation services when necessary. As teachers and staff engage with parents/guardians they will ask what resources parents may need to support their child's academic goals and then provide it or connect them to community resources.</p>
Rationale for Evidence-based Strategy:	<p>We will offer webinars, video calls, conference calls and town hall meetings (when safe to do so) to discuss student expectations, mental health, academics, develop online parent groups to develop a more inclusive partnership.</p> <p>Our primary goal on the 5Essentials survey is to increase the perception that parents and teachers are partners educating children as evidenced by responses on these specific survey questions: "Encourage more involved parents/guardians and to reach out to less involved parents/guardians". Also, "Contacted you about their child's performance". If we can increase the value of the partnership between teachers and parents, students will benefit from a more cohesive school.</p>

Action Steps to Implement

Host Annual Title I development meeting to seek parent input as to their perceptions about what topics are most important to them.

Person Responsible Candi Sweet (sweetc1@duvalschools.org)

Host monthly Title I parent events to engage parents with ideas, tips and resources to use with their child at home to increase their child's personal achievement.

Person Responsible Candi Sweet (sweetc1@duvalschools.org)

Host virtual parent chat focus groups based on development al meeting with Parent Liaison and admin to open the lines of communication about school based issues.

Person Responsible Angela Jordan (planka@duvalschools.org)

#5. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based on our 2020-2021 standards based classroom walk-through and our 5E's survey data, teachers at Whitehouse Elementary need to collaborate and teach learning arcs for high priority standards to ensure our lowest performing students have targeted tasks that are aligned to the grade level standards which would lead to an increase in student performance.
student performance and overall achievement in all subject areas.

Measurable Outcome: If Whitehouse Elementary core teachers utilize the learning arcs for high priority standards that are 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 and assessment alignment to 1.4 or higher.

Monitoring: During common planning teachers will review high priority standards learning arcs that include aligned student tasks and assessments that have necessary rigor and depth to cover the full standard and track LPQ student academic performance.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: During common planning teachers will scaffold learning arcs so that LPQ students can access the tasks and increase LPQ student achievement for the targeted high priority standard in manageable parts for LPQ students to master.

Rationale for Evidence-based Strategy: By utilizing the developed learning arcs for the targeted high priority standards in common planning teachers will be able to leverage resources and scaffold tasks appropriately to ensure lesson is presented in manageable parts for LPQ students to master.

Action Steps to Implement

Review assessment items to develop ways to scaffold tasks to increase LPQ mastery of high priority standards.

Person Responsible Angela Jordan (planka@duvalschools.org)

#6. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 45%, 4th grade is 56%, and 5th grade is 47%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

Measurable Outcome:

K-5 data:

*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

Person responsible for monitoring outcome:

Angela Jordan (planka@duvalschools.org)

Evidence-based Strategy:

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-into-big-wins>

Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progress-monitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teaching-strategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible Angela Jordan (planka@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible Angela Jordan (planka@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible Angela Jordan (planka@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Whitehouse Elementary reported 0.7 incidents per 100 students which is less than the average reported state data. When compared with other elementaries in the state, we fall into the moderate category. Over the last two years, Whitehouse Elementary has worked to decrease out of school suspensions. Based on the data in the school safety dashboard, Trend data shows a steady decline in out of school suspensions. 2017 - 32, 2018 - 17, 2019 - 15.

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.

At Whitehouse elementary, we believe that all kids can learn at high levels if teachers make a collective commitment to ensure learning occurs for every student. Whitehouse Elementary will review of mission and vision statements to ensure they are reflective of the current practices/values to guide our work. Leadership must engage the hearts and minds of our teachers who are responsible for making changes that effect the school. During preplanning teachers and staff will review the four stages of creating a culture of authentic alignment by Exploring the WHY (beliefs), Envisioning the EYE (vision), Connecting the HOW (collective commitment) and Integrating the NOW. The DTU Representative and our Equity Advocate support teachers when needs arise.

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.

Based on the 2020 BIMAS index for 3rd graders, self management and responsible decision making were areas of concerns. Our School Counselor will lead classroom guidance support lessons that incorporate these areas of need into the monthly Careacter Education lessons. Mrs. Reed the on campus Calm Classroom facilitator will lead monthly sessions to support teachers in implementing protocols.

Whitehouse ensures the social-emotional needs of all students are being met through its PBIS system consisting of teacher conferences, parent conferences, administrative conferences, guidance conferences. Teachers remain "in tune" with their children so that any sudden changes can be referred for conferencing. We have learned that frequently lack of engagement is the surface signal to internal conflict or personal problems, and an adult listener often helps. The PBIS committee also works to reduce discipline infractions in the following Common Areas: Bus Loading Zone, Car Line and Playground. Using incident reports and referrals, the PBIS Team members will have appointed group members assigned to these areas to observe and provide feedback to the PBIS Team. The PBIS will discuss the groups findings and provide strategies to improve the desired behaviors from students and adults. These solutions will be presented to the faculty and the staff will vote on what solutions will be used.

Many cultures are represented at Whitehouse, from Haitian, to African, to Hispanic, Black and White, country, and city. We know that we all must collaborate to succeed in our mission and vision. The faculty and staff at Whitehouse Elementary honor the diversity of the school by building a relationship with the students. The process involves allowing students to participate in a learning style surveys, "getting to know you" exercises, and providing a safe supportive learning environment that appreciates differences.

Whitehouse creates an environment where students feel safe and respected before, during, and after school by welcoming the early Extended Day children with a smile, pleasant words, and a calm place to begin their day. An administrator greets the students that exit the school bus in the morning and escorts them to their assigned waiting area. All KG students wait in the main building area, the 1st grade students wait in the media center, 2nd Grade students wait in their hallway and all 3rd through 5th grade students sit at assigned tables in the cafeteria to begin their day with a healthy breakfast. All students are monitored by the school monitors. Teachers welcome their students at 8:20, for breakfast in the VPK -2nd grade classrooms. Teachers utilize Calm Classroom and CHAMPS to elevate the mutual respect in their classroom. Safety is one of our primary goals, Whitehouse maintains a secure campus, with gates closed during the school day. Children move in pairs when they must go to another teacher, or to the office. Children are checked in and out through the office with adult identification and sign-out procedures required. Arrival and departure systems are clearly defined and adjusted throughout the year to become more effective. Surveys from staff, children, and families provide input and give direction to adjustments needed.

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

Patricia Reed - Calm Classroom Trainer - Teacher
 Rhonda Jones - Character Education/Getting to know you surveys - School Counselor
 Renee Williams - Equity Advocate - Teacher
 Jennifer Wiseman - DTU representative - Teacher
 Canid Sweet - PBIS Lead - AP Whitehouse
 Cathrine Spottswood - Reading Coach
 Brooke Crenshaw - Math Lead
 Jillianne Ragsdale - ESE Lead

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Discipline				\$8,243.77
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	6100	160-Other Support Personnel	0511 - Whitehouse Elementary School	Title, I Part A	436.0	\$8,243.77
			<i>Notes: Parent Liaison</i>			
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$68,420.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0511 - Whitehouse Elementary School	Title, I Part A	436.0	\$68,420.00
			<i>Notes: Reading Coach salary and benefits</i>			
3	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$75,400.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0511 - Whitehouse Elementary School	Title, I Part A	436.0	\$75,343.00
			<i>Notes: 3 Paraprofessional to support RMSE/Corrective</i>			
	5400	510-Supplies	0511 - Whitehouse Elementary School	Title, I Part A	436.0	\$57.23
			<i>Notes: Small group supply order</i>			
4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
5	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				\$0.00
6	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$152,064.00