

Duval County Public Schools

Edward H. White High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	0
Planning for Improvement	10
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (52%) 2018-19: C (50%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	0
Planning for Improvement	10
Title I Requirements	0
Budget to Support Goals	0

Edward H. White High School

1700 OLD MIDDLEBURG RD N, Jacksonville, FL 32210

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 supervises the instructions and operations of the school
Murphy, Damon	Assistant Principal	Assists and supervises the instruction of the school.
Harvey, Latisha	Instructional Coach	Assists and supervises the instruction of teachers.
Terrell, Anastasia	Instructional Media	Magnet Coordinator, recruiting and building and building a base of college-going graduates.
	Assistant Principal	Assist and supervises the curriculum of the school.

Demographic Information

Principal start date

Thursday 2/8/2018, Traci Battest

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

13

Total number of teacher positions allocated to the school

80

Total number of students enrolled at the school

1,678

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	467	399	324	307	1497
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	162	63	94	43	362
One or more suspensions	0	0	0	0	0	0	0	0	0	0	16	5	3	2	26
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	107	90	53	7	257
Course failure in Math	0	0	0	0	0	0	0	0	0	0	57	126	67	8	258
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	170	146	81	80	477
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	46	122	102	55	325
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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		

Using current year data, complete the table below with the number of students identified as being "retained.":

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	

Date this data was collected or last updated

Monday 7/11/2022

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	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

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	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	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

Part III: Planning for Improvement

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?

The majority of ELA, Algebra 1, Biology, and students' data for the 2021-2022 school year showed a direct correlation between PMA 2/3 data and state EOC assessment results. Geometry PMA 2/3 data was lower overall than the Geometry EOC state test results, indicated a final push to proficiency. Therefore, students proficiency could be predicted by disaggregating Progress Monitoring data.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Although significant gains were made in all subject areas, there is a lack of sustainable proficiency. Primarily, the ELA sub-group needs the most focus on bridging the gap to proficiency with a current 29% 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?

There was a permanent substitute in a 9th grade English class, resulting in less focus on standards-aligned instructions. There were also teacher changes from vacancies/resignations that interrupted the flow of instruction, causing new teachers to teach more standards in less time. Actions needed for improvement include: retainment of the ELA department, strategic placement of 9th and 10th ELA with experienced teachers, and continued support from administration/leadership.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Mathematics subgroups (Algebra 1 and Geometry) showed the most improvement on both Mathematics gains and achievement.

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 stem from intentional scheduling and placement of teachers in both Algebra 1 and Geometry. We placed seasoned teachers in their content area of strength while double blocking students which provided time to perform necessary interventions. An addition of a Math Coach and district Math Specialist support further enhanced the opportunities for improvement.

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

Teachers and leaders need to utilize data disaggregation strategies to predict proficiencies and deficiencies. Differentiated instruction needs to be implemented to focus on individualized student needs. Differentiated instruction will be utilized to address the needs of all subgroups, including the implementation of interventions (tutoring, push-ins, pull-outs, etc.). Learning Arcs/Standards Unpacking for the B.E.S.T. Standards will also be implemented to ensure Teachers provide standards-aligned instruction to further support mastery.

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.

Professional Development sessions on utilizing Performance Matters to disaggregate data and identifying students approaching proficiency or those with deficiencies. Once identified, further Professional Development will be conducted on creating differentiated instruction to focus on maintaining current mastery of standards while providing interventions(tutoring, push-ins, pull-outs, etc.) to those with deficits. This will be combined with ongoing Professional Development to strengthen knowledge of B.E.S.T. Standards including Learning Arcs/Standards Unpacking. After implementation of these strategies, teachers will complete a peer-to-peer round of Standards Walk-Throughs that allow the opportunity to identify effectiveness of utilized strategies.

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

ELA support in the classrooms will be provided through targeted interventions. Tutoring will be offered through CHS and Boys and Girls Club. Students will be provided digital resources to bridge educational gaps. Continued access to district and school leadership support. Implementation of a culture of data tracking (data chats, focus groups, etc.). PBIS initiatives to encourage students to focus on proficiency on PMs and attentive learning.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Our focus will be to ensure effective teacher planning, resulting in appropriately aligned standard-based instruction and tasks as indicated in the new B.E.S.T. Standards. Fewer than 20% of our teachers have attended training for the implementation of the B.E.S.T. Standards; therefore, we anticipate that there will be challenges in creating standards-aligned instructional tasks and assessments.</p> <p>The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include:</p> <p>*Title I funds will be utilized as an additional layer of support by funding the following positions: ELA Teacher (2) Mathematics Teacher (1) Mathematics Interventionist (1) Social Studies Teacher (1) Science Teacher (3) World Language (1) Dean (2) Paraprofessional (1)</p> <p>*Title I funds will be utilized as an additional layer of support by funding the following supplies and equipment: Printer supplies Composition books (493) Emtec Student laptops (110)</p> <p>*To improve student readiness for post-secondary levels, we will identify students and purchase supplies for: ACT/SAT Prep (PFEP supplies- \$1701.84) ACT/SAT Bootcamps CTE Academies that provide industry certifications Partnerships providing work force opportunities and on-site job training: UPS, Amazon, Golden Corral, Roses, City Rescue Mission, JoAnn's Fabric, Bulls Bay, Chartwells, St. Vincent's, Beall's Outlet</p> <p>* Title I funds will cover professional development travel to San Antonio's Innovative School Conference. Leadership team members will learn strategies for implementation in teacher professional development.</p>
--	--

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teachers will earn at least 80% of Professional Development points offered by the Leadership Team, focusing on Standards-aligned Instructional design using the B.E.S.T. Standards. By January 2023, the Standards Walk-Through form (SWT) data will indicate that at least 50% of classrooms will properly implement standards-aligned instruction using the B.E.S.T. standards.

Monitoring: Administration will utilize the Standards Walk-Through form (SWT) to monitor standards-aligned instruction with focus on implementing the new B.E.S.T. Standards, ultimately assessed through informal and formal evaluations. The Leadership Team will utilize the SWT data to plan and present targeted Professional Development for teachers, providing strategies and methods to support implementation of the B.E.S.T. Standards. The Professional Development Facilitator will keep a record of teacher attendance at all Professional Development meetings and enter it into PowerSchool.

Person responsible for monitoring outcome: Damon Murphy (murphyd@duvalschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus. The Leadership Team will check in with the teachers weekly and present targeted monthly Professional Development that will provide strategies and facilitation methods of B.E.S.T. Standards implementation for teachers.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy. The rationale for selecting this focus is to improve teacher knowledge of the B.E.S.T. Standards, thus increasing standards-aligned instruction in classrooms daily.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Leadership Team will check in with the teachers weekly and present targeted monthly Professional Development that will provide strategies and facilitation methods of B.E.S.T. Standards implementation for teachers.

Supplies needed:
Classroom supplies for PD (Paper, Pens, Pencils, Flash drives, Chart Paper, Activity supplies)
Professional Development for Leadership Team

Person Responsible Latisha Harvey (harveyl2@duvalschools.org)

#2. Positive Culture and Environment specifically relating to Strengthening a Supportive Environment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2022 5 Essentials survey shows the vast majority of students indicated the need to focus on improving the Supportive Environment of the school. Specifically, these survey results identify needs for increasing safety in common areas of the school and building student-teacher relationships.

*Utilize Title I 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 the Supportive Environment of the school.

*Utilize Title I Funds to pay for teachers to attend the AVID Conference.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The results of the 2023 5 Essentials survey will improve at least 10 percent in the Supportive Environment category, which includes student-teacher relationships and safety.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The vast majority of teachers will build effective and appropriate student-teacher relationships with continued focus on post-secondary plans, as monitored by our Climate & Culture Committee. Teachers, Security, Deans, Leadership Team, and Administration will actively monitor transitions in the hallways, the restrooms, cafeteria, and other common areas to ensure school systems are followed to maintain Student Safety. Schoolwide PBIS initiatives will also be implemented to boost both student and teacher morale.

Person responsible for monitoring outcome:

Abraham Reising (reisinga@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The vast majority of teachers will build effective and appropriate student-teacher relationships with continued focus on post-secondary plans, as monitored by our Climate & Culture Committee. Teachers, Security, Deans, Leadership Team, and Administration will actively monitor transitions in the hallways, the restrooms, cafeteria, and other common areas to ensure school systems are followed to maintain Student Safety. Schoolwide PBIS initiatives will also be implemented to boost both student and teacher morale.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

The rationale for this strategy centers around strengthening the core value of being a part of the Commander Family through the meaningful phrase, "I am my brother's keeper." Nurturing these values directly improves both student-teacher relationships and safety, thus creating a more Supportive Environment.

**resources/criteria
used for selecting
this strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The vast majority of teachers will build effective and appropriate student-teacher relationships with continued focus on post-secondary plans, as monitored by our Climate & Culture Committee. Teachers, Security, Deans, Leadership Team, and Administration will actively monitor transitions in the hallways, the restroom, cafeteria, and other common areas to ensure school systems are followed to maintain Student Safety.

**Person
Responsible**

Latisha Harvey (harveyl2@duvalschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Edward H. White High School (EWHs) has always endeavored to promote a positive school culture through prioritizing individualized student success. 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 into the Commander culture. Through known expectations and our PBIS plan, students feel safe and can anticipate what each day at EWHs will hold and the standard they are expected to reach. 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 (Boys and Girls Club, Children's Home Society, Communities In Schools, AGAPE Health Services, etc.), we provide wrap-around services to our students, families, and community members. The leadership team works to foster a family-oriented environment on campus that builds a sense of community and Commander P.R.I.D.E.

To assist with this venture PFEP funds will be allocated to purchase parent and family engagement supplies, printing supplies, and to fund PFEP activities: Financial Aid FAFSA night, FAFSA College/Career Readiness Nights, and Feast on Facts.

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

1. Faculty and Staff

- A. Responsible for implementing the PBIS plan and holding students accountable for behavior in all school-related activities.
- B. Participating and volunteering in extra-curricular activities and school events.
- C. Promoting post-secondary aspirations.

2. Deans

- A. Maintaining schoolwide safety, security, and discipline.
 - B. Responsible for establishing, collaborating, and monitoring the PBIS team.
3. Administration
- A. Support faculty, staff, and deans initiatives.
 - B. Communicate essential school information with all stakeholders.
 - C. Assess needs and coordinate with community partners to fulfill necessities.
4. Community Partners
- A. Provide services and support the identified needs of the school and community.
 - B. Build partnerships with college/career organizations to promote post-secondary plans.
 - C. Mentor, counsel, and assist students and their families.
 - D. Encourage and promote physical, mental, and emotional well-being for all stakeholders.
5. Students
- A. Responsible for following the rituals, routines, and expectations established at the school.
 - B. Self-monitor academic progress, self-advocate effectively, and utilize opportunities and services provided.
 - C. Establish a post-secondary plan.
6. Families
- A. Responsible for reinforcing school and district expectations.
 - B. Monitor student attendance, dress code, academic compliance, and discipline.
 - C. Support students' development of post-secondary plans.
 - D. Actively communicate with school staff and attend events to support the school.