

Duval County Public Schools

# Edward H. White High School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>8</b>
<b>III. Planning for Improvement</b>	<b>12</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>18</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>19</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>20</b>

# Edward H. White High School

1700 OLD MIDDLEBURG RD N, Jacksonville, FL 32210

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

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

# 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation 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.
Oliver, Tracey	Assistant Principal	Assists and supervises the instruction of the school.
Reising, Abraham	Assistant Principal	Assist and supervises the curriculum of the school.
Terrell, Anastasia	Instructional Media	Magnet Coordinator, recruiting and building and building a base of college-going graduates.
Gloster, Shomari	Other	Assist and supports in instructional and extracurricular activities of the school
Harris, Kelisha	Assistant Principal	Assists and supervises the instruction of the school.
Jackson, Dionne	Instructional Coach	Assists and supervises the instruction of teachers.

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders, school leadership team, teachers, school staff, parents, students, community members and business partners will be given an opportunity provide their input during the monthly scheduled SAC meetings throughout the academic school year and their input was used to considered how parents could support student engagement at home. Additionally, qualitative data derived from the Five Essentials survey was used to consider how perceptions impact instructional decisions for teaching and learning.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will be monitored and aligned to the district and state progress monitoring assessments to provided intentional and differentiated instruction to support the lacking performance of students who will need the additional support. SIP revisions' will be based on reports collected from PLC's and grade level meetings, data chats, school counselor interventions and leadership team assessments of data portaits.

**Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	87%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)

<p align="center"><b>School Grades History</b></p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## II. Needs Assessment/Data Review

**ESSA School, District and State Comparison (pre-populated)**  
 Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.  
**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	27	46	50	29	45	51	25		
ELA Learning Gains				44			36		
ELA Lowest 25th Percentile				46			39		
Math Achievement*	34	44	38	38	37	38	30		
Math Learning Gains				49			34		
Math Lowest 25th Percentile				61			49		
Science Achievement*	44	62	64	43	43	40	40		
Social Studies Achievement*	53	66	66	42	53	48	41		
Middle School Acceleration					52	44			
Graduation Rate	91	88	89	96	50	61	95		
College and Career Acceleration	64	77	65	69	63	67	82		
ELP Progress	27	37	45	50			49		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

### ESSA School-Level Data Review (pre-populated)



2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	340
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	567
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	96

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	37	Yes	1	
AMI				
ASN				
BLK	47			
HSP	50			
MUL	36	Yes	2	
PAC				
WHT	55			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	47			
AMI				
ASN	100			
BLK	50			
HSP	49			
MUL	34	Yes	1	
PAC				
WHT	57			
FRL	52			

**Accountability Components by Subgroup**  
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	27			34			44	53		91	64	27
SWD	20			21			38	43		30	6	
ELL	13			24			25	33		59	7	27
AMI												
ASN												
BLK	24			33			40	50		64	7	27
HSP	25			32			56	58		59	7	27
MUL	30			35			42				3	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	38			38			58	58		54	6	
FRL	25			33			45	52		44	7	23

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	29	44	46	38	49	61	43	42		96	69	50
SWD	25	41	37	38	57	50	40	34		93	45	
ELL	11	40	54	39	56		24	33		79	82	50
AMI												
ASN										100	100	
BLK	25	43	46	34	46	60	38	41		98	68	
HSP	22	35	47	44	67		41	30		90	64	54
MUL	26	44		33								
PAC												
WHT	45	49	35	51	62		64	47		93	68	
FRL	29	42	48	37	49	58	44	39		95	76	52

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	25	36	39	30	34	49	40	41		95	82	49
SWD	28	33	28	34	34	38	37	38		94	44	
ELL	5	49	55	35	46		35	38		94	82	49
AMI												
ASN	38	60		56				80		100	100	
BLK	22	32	34	27	34	49	34	40		96	81	45
HSP	15	40	48	40	47		46	27		97	85	50
MUL	46	52		36	40		56					
PAC												
WHT	36	43	50	30	22	20	54	47		90	77	
FRL	23	35	38	28	35	49	37	38		94	80	45

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	31%	44%	-13%	50%	-19%
09	2023 - Spring	19%	42%	-23%	48%	-29%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	52%	-12%	50%	-10%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	52%	-23%	48%	-19%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	64%	-21%	63%	-20%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	60%	-9%	63%	-12%

**III. Planning for Improvement**

**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

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

According to the data from last year, the subject that experienced the lowest performance was 9th-grade language arts, with a decrease of 19%. Several factors could contribute to this decline, such as the introduction of a new online program or a need for improved support and instruction.

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

According to the data from last year, the subject that experienced the most significant decline was 9th-grade language arts, with a decrease of 19%. Several factors could contribute to this decline, such as the introduction of a new online program or a need for improved support and instruction.

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

There was a significant disparity between the state and school average for 9th-grade reading in ELA. The state average was 48%, while the school average was only 19%. Additionally, current observations indicate a decline in both PMA and PM data trends.

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

The subject that demonstrated the highest growth was U.S. history, which experienced a significant increase of 51% from 2022 to 2023. This marks a notable improvement compared to the previous score of 42% recorded in 2022. Biology also exhibited growth, showing a 2% increase from 41% to 43%. Both science and social studies achieved proficiency levels of 45% and 53%, respectively. Several actions were taken to support the rise in proficiency in these areas, including intensive instruction and teacher retention.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

1. Lack of foundational skills: Students with low proficiency in reading may need help with basic comprehension, vocabulary, and critical thinking skills, making it more difficult to understand and succeed in subjects like algebra and geometry.
2. Poor attendance: Regular attendance is crucial for consistent learning. If students are frequently absent from school, they miss necessary instruction and may fall behind in multiple subjects.

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

1. Academic Excellence: Prioritizing academic achievement by implementing SIP strategies to enhance teaching and learning methods, curriculum development, and assessment practices.
2. Student Engagement: Enhancing student involvement and motivation by promoting interactive and participatory learning experiences, extracurricular activities, and student support services.
3. Technology Integration: Integrating technology effectively into the teaching and learning process, including providing adequate resources and training for teachers and ensuring equitable access to technology for all students.
4. School Climate and Culture: Fostering a positive and inclusive school environment through implementing social-emotional learning programs, positive behavior support systems, and effective communication strategies.
5. Professional Development: Invest in ongoing professional development for teachers and staff to enhance their skills, keep up with current trends, and foster a culture of continuous improvement.

**Area of Focus**

(Identified key Area of Focus that addresses the school’s highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Early Warning System**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2023 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.

**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 another 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 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. 2023-2024 school theme " Command Your Legacy" is repeated throughout the school day and supported by all on campus stakeholders.

**Person responsible for monitoring outcome:**

Abraham Reising (reisinga@duvalschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

There are several evidence-based strategies that will be implemented for this area of focus. Administration and members of the leadership team will work together to closely monitor school systems, district initiatives and guidelines to ensure that faculty, staff and students have a safe and supported learning environment. Weekly collaborative leadership meeting to review and discuss feedback will be part of the evidence based practices to ensure favorable outcomes.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for this strategy centers around strengthening the core value of being a part of the Commander Family through the 2023-2024 school theme " Command Your Legacy". Nurturing these values directly improves both student-teacher relationships and safety, thus creating a more Supportive Environment.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### **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 5 Essential survey demonstrated that the students indicated the need to focus on improving the Supportive Environment of the school

**Person Responsible:** Abraham Reising (reisinga@duvalschools.org)

**By When:** 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.



**#2. Instructional Practice specifically relating to Benchmark-aligned Instruction****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our focus will be to ensure effective teacher planning, resulting in appropriately aligned standard-based instruction and tasks as indicated in the B.E.S.T. Standards. The majority of our teachers have attended training for the implementation of the B.E.S.T. Standards; however, we feel that continuous support and training on the new B.E.S.T Standards will be beneficial to the ELA department.

**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 2024, 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:**

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

Administration will utilize the Standards Walk-Through form (SWT) to monitor standards-aligned instruction with focus on implementing the 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:**

Tracey Oliver (olivert@duvalschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:**

Explain the rationale for selecting this specific 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.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### 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.

**Person Responsible:** Abraham Reising (reisinga@duvalschools.org)

**By When:** Obtainable outcomes are projected to be completed by the end of 2023-2024 school year.

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent’s cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district’s strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district’s Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region)). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:

- >Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
- >Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
- >The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
- >Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
- >Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district’s team along with each school's academic leadership team,

teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

There are several methods of dissemination of critical information to stakeholders, students, families, school staff, leadership, local business and organizations. One of the main methods for dissemination is located on our school website. Other methods included embedded links within the principal's weekly emails, newsletters and social media platforms. Information is also disseminated and available for public reference via monthly SAC meetings, Open House, parent nights and Title I required meetings. The SIP is also housed in our Parent Engagement Office.

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

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school provides numerous opportunities to build positive relations with parents, families and community stakeholders. School activities and engagement opportunities are shared on each of our social media platforms. The classroom teachers send invites to support classroom instruction and student activities. Parents and community members receive weekly communications from our school principal sharing highlights and school activities. Parents were invited to reach out to their student's teachers for classroom information of assignments and assessments. The family engagement plan can be accessed through this link: <https://dcps.duvalschools.org/domain/10258>

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

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.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

This school is implementing the supplemental Title I, Part A grant project. The activities in the Title I Schoolwide and Parent and Family Engagement plan were derived based on a Comprehensive Needs Assessment Process involving internal and external stakeholders. The Title I Schoolwide and Parent and Family Engagement Budgets include activities reflecting the use of funds and a rationale for each activity. Email title1@duvalschools.org for the school's Title I Schoolwide budget or Parent and Family Engagement plan and budget.

**Budget to Support Areas of Focus**

**Part VII: Budget to Support Areas of Focus**

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes