Duval County Public Schools

Whitehouse Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Whitehouse Elementary School

11160 GENERAL AVE, Jacksonville, FL 32220

http://www.duvalschools.org/whitehouse

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 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, 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
Jordan, Angela		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.
Parker, Kanzla	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. Designs small group intervention lessons based on student's individual data.
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.

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.

Based on the 2022-2023 end of year data chats for Whitehouse Elementary. It was determined by the faculty and staff that school wide focus should be on English Language Arts. Trend data shows that we are maintaining about 50% proficiency but when we looked closer, we need to focus on third and fifth grade ELA proficiency. Also, since gains will be a part of the denominator for 2024, we need to include a focus on all grades showing 1 years worth of growth. In Math, as a school we are looking to keep a school wide focus on math gains. Trend data for math gains show that we are below the 50th percentile.

During pre-planning, the WES Leadership Team, teachers and staff will split into SIP development groups to review data and to solidify SIP goals. Goals and evidence will be presented by each team once developed to formulate the final SIP plan for Whitehouse Elementary. Leadership team will review and make final revisions to SIP.

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 monitoring will be conducted quarterly. Each quarter the same SIP development groups will come back together to review new data sets, make adjustments to SIP targeted goals, review individual students progress in targeted areas to ensure that student are progressing. The goal of the groups will be to evaluate student work and assessments to make sure that the work is rigorous, aligned to benchmark and assessments support benchmark mastery.

Special emphasis will be placed on 4-step plan for students with disabilities and fragile students who show greatest achievement gap are making incremental progress.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	36%
2022-23 Economically Disadvantaged (FRL) Rate	87%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	4	35	32	20	36	30	0	0	0	157
One or more suspensions	0	2	2	1	6	7	0	0	0	18
Course failure in English Language Arts (ELA)	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	2	1	1	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	1	20	17	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	0	17	13	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	15	44	15	0	0	0	0	0	78

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	4	10	21	9	22	16	0	0	0	82

Using the table above, complete the table below with the number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	4	0	2	1	0	0	0	0	0	7
Students retained two or more times	0	0	1	1	0	2	0	0	0	4

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	40	17	32	25	16	0	0	0	130
One or more suspensions	0	2	0	4	2	0	0	0	0	8
Course failure in ELA	1	2	0	1	2	2	0	0	0	8
Course failure in Math	1	2	0	0	1	1	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	5	14	17	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	4	9	14	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	19	23	34	0	0	0	0	0	76

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	17	17	27	9	13	0	0	0	84

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	5	1	3	0	0	0	11
Students retained two or more times	0	0	0	0	2	2	0	0	0	4

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	40	17	32	25	16	0	0	0	130
One or more suspensions	0	2	0	4	2	0	0	0	0	8
Course failure in ELA	1	2	0	1	2	2	0	0	0	8
Course failure in Math	1	2	0	0	1	1	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	5	14	17	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	4	9	14	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	19	23	34	0	0	0	0	0	76

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	17	17	27	9	13	0	0	0	84

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	5	1	3	0	0	0	11
Students retained two or more times	0	0	0	0	2	2	0	0	0	4

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*	49			52	50	56	51		
ELA Learning Gains				53	58	61	58		
ELA Lowest 25th Percentile				48	51	52	53		
Math Achievement*	66			57	59	60	54		
Math Learning Gains				45	63	64	48		
Math Lowest 25th Percentile				27	57	55	27		
Science Achievement*	74			70	47	51	81		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress									

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	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	236
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

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	30	Yes	3	1
ELL				
AMI				
ASN				
BLK	56			
HSP	56			
MUL				
PAC				

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%
WHT	59			
FRL	52			

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	36	Yes	2	
ELL				
AMI				
ASN				
BLK	53			
HSP	50			
MUL				
PAC				
WHT	51			
FRL	43			

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	49			66			74					
SWD	24			45							3	
ELL												
AMI												
ASN												
BLK	50			63							3	
HSP	47			65							2	

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
MUL												
PAC												
WHT	48			67			72				4	
FRL	43			59			63				4	

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	52	53	48	57	45	27	70					
SWD	26	37	45	33	39		36					
ELL												
AMI												
ASN												
BLK	45	46		52	50		71					
HSP	50	55		50	45							
MUL												
PAC												
WHT	54	58	52	58	46	18	71					
FRL	41	51	48	44	41	18	56					

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	51	58	53	54	48	27	81					
SWD	24	55		32	45							
ELL												
AMI												
ASN												
BLK	47	50		41	33		82					
HSP	50			67								
MUL												
PAC												
WHT	52	61	45	55	49		84					

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
FRL	42	54	50	42	39	17	77					

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
05	2023 - Spring	47%	47%	0%	54%	-7%
04	2023 - Spring	57%	50%	7%	58%	-1%
03	2023 - Spring	44%	46%	-2%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	59%	12%	59%	12%
04	2023 - Spring	66%	58%	8%	61%	5%
05	2023 - Spring	55%	52%	3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	72%	48%	24%	51%	21%

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.

Whitehouse Elementary has struggled to get reading proficiency higher that 50% since 2017. The 2023-2024 lowest performance component of our FAST test was third grade proficiency. Last year, all intermediate grade levels began using new curriculum resources. Teachers struggled with implementation and aligning resources to the benchmarks.
Additionally daily student attendance rate for the 2023-2024 declined creating challenges in making sure students had exposure to core content and intervention services for ELA.

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

Since Math and Science components both increased, we do not have an area of greatest decline. However, ELA maintained the same level of proficiency at 52% which continues to be a barrier that Whitehouse Elementary struggles to overcome. Based on FSA data for 2021-2022, third grade ELA score averaged 60%, our overall greatest decline was in third grade reading proficiency.

Changes in student readiness to enter current grade, new curriculum resources, a daily decline of student attendance, and novice teachers in ELA were some of the factors that contributed to ELA stagnant scores and to third grade proficiency decline.

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.

The greatest gaps compared to the state averages were found in both Fifth Grade FAST Reading and Math.

In ELA, the state scale score was 320 and Whitehouse Elementary was 314 (-6 points). Changes in student readiness to enter current grade, new curriculum resources, a daily decline of student attendance, and new benchmarks for proficiency were some of the factors that contributed to Fifth Grade ELA performance gap.

In Math, the state scale score was 321 and Whitehouse Elementary was 317 (-4 points). Changes in student readiness to enter current grade, new curriculum resources, a daily decline of student attendance, and new benchmarks or proficiency, along with no permanent Fifth Grade Math teacher were some of the factors that contributed to Fifth Grade Math performance gap.

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

Math proficiency at Whitehouse Elementary made a ten point increase. All math teachers were experienced teachers supported by Administration and Regional Math Support, Ms. Cannon. Through common planning and lesson adjustments, teachers felt confident in their ability to deliver the lesson. From October to December, we incorporated the differentiated problem sets as a daily practice. In November, AP Parker started spiral reviews in grades 3-5. In January, we fine tuned our 4-step plan and targeted bubble students (high level 2 and low level 3 students) in small group instruction. In February, we continued spiral reviews, started before/after school tutoring, as well as continuing our small group teacher led instruction within the classroom.

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

Student's daily attendance at Whitehouse Elementary is concerning. In order to make learning gains, students need to be in attendance daily to receive core instruction and for staff to successfully implement tiered interventions.
Another area of concern is the amount of repeated out of school suspensions. During preplanning, the WES leadership team plans to reexamine de-escalation strategies with faculty and staff, review rituals

and routines to ensure high structure is in every classroom, review calm classroom expectations, and reinstitute Student of the Month based on District Careacter Traits. PBIS team will also meet to observe common areas and use the problem solving process to address areas of concern.

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

1. Attendance - Increase student's daily attendance school-wide
2. Third Grade Proficiency - Reading Interventionist will support small group reading instruction and interventions.
3. ELA Gains - Use targeted small group instruction/intervention to improve students individual progress to proficiency.
4. Math Gains - Use targeted small group instruction/intervention to improve students individual progress to proficiency.
5. PBIS - Reduce the number of out of school suspensions.

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.

During a review of the 2022-2023 attendance data, Whitehouse Elementary's AIT team noticed a significant increase in students who were not attending school on a daily basis. WES teachers and admin fear that the number of absences are impacting the school's ability to deliver core academic instruction as well as targeted interventions.

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

Each month, Whitehouse Elementary AIT Team will present attendance data at early dismissal trainings to compare prior months attendance rates and identify students of concern. Whitehouse teachers will target identified students and offer encouragement and attendance incentives monthly. Based on attendance data, AIT team will offer strategies, interventions or incentives to decrease the number of individual student absences in order to increase core instruction/intervention effectiveness.

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

AIT Team will meet monthly to review the attendance data and issue letters to parents who have exceeded the number of acceptable absences. They will work with the parent to determine why their child is missing so many days by analyze what has occurred to create the absences. The AIT team along with the classroom teacher will decide what should be implemented on the attendance contract. Then, the AIT team will evaluate how the strategies, interventions or incentives are working to support the attendance goal for each child.

Person responsible for monitoring outcome:

Rhonda Jones (jonesr@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 strategies and interventions that will be implemented below are derived from various articles and research that articulate what an Attendance Intervention System should include: 1. Collect and Analyze Data, 2. Create Partnerships to Support Family and gain community involvement, and 3. Develop and Implement Tiered approach to address all level of absenteeism.

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

Every school day counts in a child's academic life. Research has shown that a missed school day is a lost opportunity for students to learn. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

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.

Whitehouse Faculty and Staff adopting and "Attendance Matters" mindset. Tier I - School-wide Culture: Ensure that Whitehouse Elementary has a welcoming, engaging and safe school environment with a positive messaging that says that attending school every day matters (100% attendance class trackers) and emphasizes the need to avoid unnecessary absences (School Counselor classroom chats). Offer positive incentives when classes reach milestones, 1 week 100% attendance, 1 month 100% attendance and set new goals as class achieves. Ensure prevention strategies such as Wellness Wednesday and anti-bullying programs, social-emotional learning practices and access to mental health supports are in place for student if warranted. Classroom teachers reaching out through an email, Bloomz, or a personalized phone call.

Conduct workshops for families about attendance, including short-term and long-term consequences of lower attendance, such as lower academic achievement (Admin)

Person Responsible: Rhonda Jones (jonesr@duvalschools.org)

By When: ongoing, monthly meetings monthly monitoring of attendance data School Communications Log

Tier II - Intervention Strategies Students with three or more absences in a month should trigger a referral to the school's Attendance Team leader, School Counselor, R. Jones by the teacher. Once students have been identified as at risk of chronic absenteeism, appropriate interventions should be implemented. The Attendance Team should select one or more interventions that are likely to resolve the barriers to increased attendance for each individual student.

Establish a contact person at school for parents to work with (Jones), Establish a contact person at school to regularly check in with the
student (teacher). Intentionally develop a reward system for students with increased attendance (AIT Team). Provide additional, regularly scheduled social-emotional support for the student (Counselor check-in/out). Encourage students to participate in after-school programs (Team Up).

Person Responsible: Rhonda Jones (jonesr@duvalschools.org)

By When: ongoing, monthly meetings monthly monitoring of attendance data AIT meeting minutes

Tier III - Chronic Absenteeism Students who have not improved their attendance as a result of early interventions or students who have missed approximately 10% of school should trigger a follow-up referral to School Social Worker (Jones) to further investigate attendance concerns with a home visit. Students with chronic absenteeism should be monitored with a daily tracking chart (teacher). Provide sustained one-on-one attention and problem solving with the student through School Counselor check-ins.

Person Responsible: Rhonda Jones (jonesr@duvalschools.org)

By When: ongoing, monthly meetings monthly monitoring of attendance data monthly Social Worker Referrals monthly request for wrap around services (if needed)

#2. 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.

At the end of the 2022-2023 school year, Whitehouse Elementary was ineligible for a PBIS Model School due to the fact that we had too many out of school suspensions for students.

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

Each month, Whitehouse Elementary PBIS Team will present discipline data at early dismissal trainings to compare prior months discipline incidents, identify areas of challenge, and review infractions or students of concern. Whitehouse teachers will target identify areas, infractions or students with Administrative support. Based on discipline data, WES PBIS Team will offer strategies, interventions or incentives to decrease the number of infractions that lead to out of school suspensions.

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

PBIS Team will meet monthly to review the discipline data and use the 4 step problem solving strategy to define, analyze what is occurring, decide what we should implement and then present it to the WES faculty and staff. Then, the PBIS team will evaluate how the strategies, interventions or incentives are working to support the goal.

Person responsible for monitoring outcome:

Kanzla Parker (parkerk4@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 strategies and interventions will be implemented using evidence based resources from Randy Sprick - Safe and Civil Schools, Calm Classroom, and DCPS District Careacter Traits.

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

Tier I - WES PBIS team will develop and refine school guidelines, rituals and routines to improve social and emotional competencies of students in each classroom. Calm Classroom strategies will be implemented at least twice a day during transition times to develop a sense of calm and teach self regulation.

Tier II - WES PBIS team in conjunction with classroom teachers and admin will review discipline data. They will identify areas of repeated challenge and review infractions trends and students with repeated infractions . The team will support students who have repeated discipline infraction by developing a plan that includes social skills training, self management and/or academic supports.

Tier III -The resources from Randy Sprick's Safe and Civil Schools will guide WES PBIS team to learn and implement procedures that target students who need intensive support. The WES PBIS team in conjunction with classroom teachers and admin

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.

PBIS Team will meet monthly to review the discipline data and use the 4 step problem solving strategy to define, analyze what is occurring, decide what we should implement

Person Responsible: Kanzla Parker (parkerk4@duvalschools.org)

By When: ongoing, monthly meetings monthly monitoring of discipline data

Based on monthly PBIS updates, Whitehouse teachers will target identified areas, infractions or students with Administrative support and PBIS Team strategies, interventions or incentives.

Person Responsible: Kanzla Parker (parkerk4@duvalschools.org)

By When: ongoing, monthly meetings monthly monitoring of discipline data

#3. Instructional Practice specifically relating to ELA

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.

Based on the 2022-2023 F.A.S.T data results Whitehouse Elementary will focus on reading proficiency and student learning gains. An additional focus will be placed on students with disabilities to increase proficiency or gains as Whitehouse Elementary has been below the 41% in SWD proficiency and performance gains for the last two years in ELA.

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

Measurable Outcome: Increase percentage of 3rd grade students scoring a level 3 on the 2024 FAST ELA assessment by 10 percentage points, from 44% to 55%. Increase percentage of 4th grade students scoring a Level 3 on the FAST ELA assessment by 10 percentage points, from 45%(prior 3rd grade) to 55%. Increase percentage of 5th grade students scoring a Level 3 on the FAST ELA assessment by 10 percentage points, from 48% to 58%. Subgroup SWD: to increase proficiency by 10 percentage points 26% to 36% on the 2024 FAST ELA. Learning gains from by 10 percentage points 37% to 47% on the 2024 FAST ELA.

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

Whitehouse leadership team will develop a 4-step plan after the FAST PM1 assessment to identify student needs, tier support and design targeted small group instruction (WIN) and differentiated centers. All teachers in grades 3-5 will be trained in UFLI. Third and fifth grade will receive additional support from the Reading Interventionist. Fourth grade will receive additional support from reading tutor and grade level teacher to provide WIN interventions. Admin will lead Gen Ed and ESE VE teacher data chats after each new data set.

Person responsible for monitoring outcome:

Angela Jordan (planka@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.)

Master schedule reflects 30 minutes of WIN time for K-5.

All K-5 ELA teachers and paraprofessionals will be trained in UFLI

Reading Interventionist will train reading tutor in easy CBM to measure weekly

Weekly in Common Planning to focused differentiated center and teacher-led small group.

Frequently progress monitor student's response to instruction using the various assessment platforms.

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

Data-driven Small Group Teacher Led Lesson Planning: Small-group instruction provides opportunities for flexible and differentiated learning. With the smaller number of students, students have more chances to participate. Teachers can monitor the students better, thus providing better and more individualized feedback and support.

Differentiated Instruction provides an opportunity for teachers to consider student learning preferences when creating lessons and potentially allow for students to be more active in their learning.

Progress Monitoring: provides teachers with information that can help students learn faster, more effectively and helps teachers make better decisions about the type of instruction that will work best with each child.

Instructional Reviews with Action Plans: identify the Whitehouse Elementary's teaching strengths and weaknesses. Analyzing the information objectively to provide valuable insights that can be used to make positive changes in our design of instructional strategies to enhance student learning.

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.

Ensure that WIN time and differentiated centers are being implemented with integrity. Monthly PLC (block planning) to review data with teachers to gauge necessary professional development for WIN time and differentiated center design for small groups and individual students.

Person Responsible: Angela Jordan (planka@duvalschools.org)

By When: ongoing, weekly BWT walkthroughs and WIN and DI lesson plans

Teachers will use formal and informal assessment data (classroom observations, Unit Assessments, District Created Assessments, Renaissance STAR Assessments, and State Assessments) to implement with fidelity specific interventions to support students needing Tier II for Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

Person Responsible: Angela Jordan (planka@duvalschools.org)

By When: ongoing, weekly common planning Monitoring with Freckle or Tier II EASYCBM (fluency/comprehension)

Reading Interventionist to utilize UFI for WIN time for students in grades 3 and 5 who need phonics and fluency. ESE VE teachers using Seeing Stars to support students to visualize sounds and letters in words to increase phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency. Reading Tutor to support fourth grade ELA students with vocabulary and comprehension.

Person Responsible: Catherine Spottswood (hagoodc1@duvalschools.org)

By When: 4-5 days per week Monitoring with Dibels8 nonsense words

#4. Instructional Practice specifically relating to Math

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.

Based on the 2021-2022 FSA results, Whitehouse Elementary needs to increase math learning gains by 13 percentage points 45% to 58% and increase Math LPQ gains by 24 percentage points from 27% to 50%.

Our 2023 F.A.S.T data results showed an overall growth in proficiency from 57% to 67%. We will continue to focus on proficiency by working to increase math proficiency on the 2024 FAST assessment. Grade 5 had our lowest proficiency rating at 57%, we will increase 10 percentage points to 67% on 2024 FAST assessment.

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

On the 2024 FAST Assessment, 68% of students will demonstrate proficiency. Increase math learning gains by 13 percentage points to 58% and increase math LPQ gains by 24 percentage point to 50%.

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

Whitehouse leadership team will develop a 4-step plan after the FAST PM1 assessment to identify student needs, tier support guided math small group instruction and differentiated centers. Third and fifth grade will receive additional support during block common planning. Admin will lead math teachers in data chats after each new data set.

Person responsible for monitoring outcome:

Kanzla Parker (parkerk4@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 evidence-based interventions we will be implementing for this area of focus is explicit, systematic instruction, anchor charts to reinforce concepts, visual representations to help students' problem solve, scaffolding to support student understanding, small group instruction to target student's individual needs, provide intensive instruction for students needing Tier III instruction, and vocabulary instruction. We will continue to use progress monitoring at the conclusion of district and state assessment as well as unit assessments. We will use Reflex Math to increase proficiency in basic math facts and fractions.

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

According to 10 Key Mathematic Practices For all elementary schools with strong evidence of effectiveness from high-quality research from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and practice math fluency, using academic vocabulary, and providing differentiated and explicit instruction shows a positive impact on student achievement and helps students develop efficiency with computation.

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.

Teachers will attend and actively participate in Professional Learning Communities. PLC topics will be based on student data. K-5 teachers will implement research-based tier one instruction based on the Florida B.E.S.T Standards at each grade level.

Person Responsible: Kanzla Parker (parkerk4@duvalschools.org)

By When: ongoing, weekly BWT walkthroughs and DI lesson plans

Teachers will use data from formal and informal assessment (observations, Unit Assessments, District Created Assessments, Renaissance STAR Assessments, and State Assessments) to implement with fidelity specific interventions to support students needing Tier II interventions.

Person Responsible: Kanzla Parker (parkerk4@duvalschools.org)

By When: ongoing, weekly common planning Monitoring with Freckle and task logs

Math teachers will actively participate in common planning by collaborating, investigating, and implementing a variety of problem-solving methods to engage students and develop reasoning skills.

Person Responsible: Kanzla Parker (parkerk4@duvalschools.org)

By When: On-going, weekly common planning

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:
1. 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.
2. 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.

3. 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.
4. Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
5. 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.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

UFLI Foundations Program will be implemented with in grades K-2. Teachers in grades K-2 are also implementing a benchmark focus during centers and small group teacher lead time. Quarterly data monitoring is reviewed by administration to see how students are progress towards benchmark mastery. Tier 1 supports are made available during student work time to increase the likelihood of student success on the first attempt.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Implementing the usage of reading interventionist by grouping students according to blended learning and FAST (previous year) scores. Grades 3-5 interventionist will use UFLI during WIN time. Teachers in grades 3-5 are also implementing a benchmark focus during centers and small group teacher led time. Quarterly data monitoring is reviewed by administration to see if the targeted interventions are working for that student and

if continued placement is needed. Tier 1 supports are made available during student work time to increase the likelihood of student success on the first attempt.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Improve end of year blended learning diagnostic scores to reflect 60% or higher in the "green" or on grade level category.

Grades 3-5 Measurable Outcomes

Increase percentage of 3rd grade students scoring a level 3 on the 2024 FAST ELA assessment by 10 percentage points, from 44% to 55%. Increase percentage of 4th grade students scoring a Level 3 on the FAST ELA assessment by 10 percentage points, from 45%(prior 3rd grade) to 55%. Increase percentage of 5th grade students scoring a Level 3 on the FAST ELA assessment by 10 percentage points, from 48% to 58%. Subgroup SWD: to increase proficiency by 10 percentage points 26% to 36% on the 2024 FAST ELA. Learning gains from by 10 percentage points 37% to 47% on the 2024 FAST ELA.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Using the FAST Progress Monitoring throughout the year, we will review individual student, class and grade level data to project our end of year outcomes. In addition, we will make adjustments to intervention groups as needed based on the PM and DMA data.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Jordan, Angela, planka@duvalschools.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Benchmark Advance: Moderate to Strong Evidence
UFLI K-2: Strong Evidence
UFLI 3-5: Promising
Heggerty K-5 (Phonemic Awareness): Strong Evidence
Waterford Blended Learning (For Kindergarten): Moderate
I-Ready Blended Learning (For 1st/2nd Grade): Promising
Benchmark Advance is directly aligned to the B.E.S.T. standards.
WIN (what I need): designed to target individual student needs to enhance their ability to read at grade level: promising
Centers (benchmark focused) opportunity for continued practice and remediation: promising

Targeted intervention based on individual needs specifically in reading.
• Send all 3rd – 5th grade ELA teachers to UFLI training.
• Reading Interventionist – support third and fifth Grade. Fourth grade to receive additional support from a grade level teacher outside of the ELA block and a reading tutor.
• ELA teachers will attend Professional Development provided by the district during Semester I.
• Weekly common planning focused on differentiated centers and teacher-led small group.
• Utilize tiered supports with fidelity.
• Conduct data chats with teachers after each new data set
• Use BWT tool to monitor effective small group (visit at least 3 classrooms per week)

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

All of these programs have been supported by the DCPS Academic Services department. All of the programs are in alignment with the grade levels they are intended to serve. In addition, our school is an early adopter for the University of Florida LI - Foundations program, which incudes all of the foundational skill requirements (phonemic awareness, explicit/systematic phonics, teaching of high frequency words, etc.)

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
*Waterford is monitored weekly through PLCs as well as encouraging students to get 80% or higher on items. *Monitoring of I-Ready as this program has been in place for several years. Percentage of students hitting 30 minutes or more will be monitored in PLCs. *Freckle is monitored weekly through PLCs as well as encouraging students to get 70% or higher on items and tracking their time on task and lesson completed.	Jordan, Angela, planka@duvalschools.org
*UFLI-Foundations program by grade level model classrooms, facilitators. Training will be done by district facilitators and administration. Monitoring will take place by administration. Assessment is built in weekly through high frequency word assessments and phonics assessments. Heggerty program by grade level model classrooms, facilitators. Training will be done by district facilitators and Reading Interventionist. Monitoring will take place by administration. Assessment is built in weekly through quick check assessments.	Spottswood, Catherine, hagoodc1@duvalschools.org
*Benchmark Advance training done weekly through PLCs and monthly district offered professional development. Ongoing support through PLC for writing for teachers in grades 4-5. Monitoring of weekly assessment and unit assessments in PLCs. (Looking for 60% of students hitting 70% or higher per teacher)	Jordan, Angela, planka@duvalschools.org

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.

Whitehouse Elementary will provide parents with an over of school wide goals during our Open House Presentation on September 14, 2023. A copy of the school improvement plan will be posted in the Parent Resource room by the front office. The Parent Liaison will be available four days a week, 9:00 am - 1:00 pm to discuss the school improvement with any interested parties. Also, the School Improvement Plan will be available on our website and a link sent home to parents through Bloomz.

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))

Whitehouse Elementary works to build positive relationships with parents through positive interactions in all aspects of our school processes. Administrative staff has an open door policy and a secretary to schedule private parent meetings. Whitehouse Elementary continuously works with community partners to build partnerships that enhance our school community. Hosting family nights monthly keep families engaged with teachers and school staff. Parents gain confidence in the positive interactions with school staff and these relationships lead to parents and teachers reaching out more to one another and building a solid foundation for long lasting partnerships.

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)

Whitehouse leadership team will develop a 4-step plan after the FAST PM1 assessment to identify student needs, tier support and design targeted reading small group instruction (WIN) and reading/math differentiated centers. All teachers in grades 3-5 will be trained in UFLI. Third and fifth grade will receive additional support from the Reading Interventionist. Fourth grade will receive additional support from reading tutor and grade level teacher to provide WIN interventions. Admin will lead Gen Ed and ESE VE teachers in professional development and data chats after each new data set to reassess student's individual needs and our plan for improvement.

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))

Whitehouse Elementary will use Title I to purchase supplemental instructional supplies and materials for ESE VE/General Education teachers to support differentiation and WIN. Title I funds also added additional staff such as a Reading Interventionist, three paraprofessional who will be trained in small group guided reading and UFIL strategies as well as a part time reading tutor.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Whitehouse Elementary School Counselor, Ms. Jones is a key member in the leadership team. She meets biweekly with admin staff to discuss students who have requested counseling (class form) or by teacher request. She meets monthly with school based social worker to discuss student needs and

request follow up services. Whitehouse Elementary has a school based mental health counselor to meet with students that have been referred by Ms. Jones or the Leadership team. Whitehouse Elementary utilizes calm classroom to support classroom transition times to reacclimate students to the learning environment. Whitehouse Elementary also utilizes Culture of Careacter (district resource) to focus on a character trait each month. Each class selects a student of the on the who exhibits the character trait. Teachers will receive professional development on Habits of Mind which in turn they will highlight Habits of Mind skill in their classrooms and share with parents through class newsletters.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Each month, Whitehouse Elementary PBIS Team will present discipline data at early dismissal trainings to compare prior months discipline incidents, identify areas of challenge, and review infractions or students of concern. Whitehouse teachers will target identified areas, infractions or students with Administrative support. Based on discipline data, WES PBIS Team will offer strategies, interventions or incentives to decrease the number of infractions that lead to out of school suspensions. Students in grades 3-5 will be given survey questions that help us to gain a deeper understanding of safety concerns students feel are lacking at Whitehouse Elementary. Student focus groups will also be targeted to develop ways to enhance proactive behavior measures.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Tier I - WES PBIS team will develop and refine school guidelines, rituals and routines to improve social and emotional competencies of students in each classroom. Calm Classroom strategies will be implemented at least twice a day during transition times to develop a sense of calm and teach self regulation.

Tier II - WES PBIS team in conjunction with classroom teachers and admin will review discipline data. They will identify areas of repeated challenge and review infractions trends and students with repeated infractions . The team will support students who have repeated discipline infraction by developing a plan that includes social skills training, self management and/or academic supports.

Tier III -The resources from Randy Sprick's Safe and Civil Schools will guide WES PBIS team to learn and implement procedures that target students who need intensive support. The WES PBIS team in conjunction with classroom teachers and admin.

AIT Team will meet monthly to review the attendance data and issue letters to parents who have exceeded the number of acceptable absences. They will work with the parent to determine why their child is missing so many days by analyze what has occurred to create the absences. The AIT team along with the classroom teacher will decide what should be implemented on the attendance contract. Then, the AIT team will evaluate how the strategies, interventions or incentives are working to support the attendance goal for each child.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Reading Interventions:
• Add 30 minutes per day of WIN time to master schedule to provide students with targeted intervention

based on individual needs specifically in reading.
• Send all 3rd – 5th grade ELA teachers to UFLI training.
• Reading Interventionist – support third and fifth Grade. Fourth grade to receive additional support from a grade level teacher outside of the ELA block and a reading tutor.
• ELA teachers will attend Professional Development provided by the district during Semester I.
• Weekly common planning focused on differentiated centers and teacher-led small group.
• Utilize tiered supports.
• Conduct data chats with teachers after each new data set
• Use BWT tool to monitor effective small group (visit at least 3 classrooms per week)

Reading Sub-Group: SWD Interventions
• VE Teacher will provide Seeing Stars instruction (30 minutes per day)
• Vocabulary will be frontloaded with examples provided to students.
• During weekly common planning VE teacher will plan specific reading strategies and indicate on lesson plan
• Student IEP accommodations will be made available in class and for all assessments.
• Utilize tiered supports.
• Utilize BWT tool to monitor effective small group instruction.
• Conduct data chats with VE teacher after each new data set

Math Interventions:
• Math teacher will attend Professional Development provided by the district during Semester 1.
• Weekly common planning to focus on small group and differentiated centers.
• Admin will conduct data chats math teachers
• Utilize tiered supports.
• Use BWT tool to monitor effective small group instruction (visit at least 3 classrooms per week)

Math Sub-Group: LPQ Interventions
• Vocabulary will be frontloaded with examples provided to students.
• During weekly common planning GEN Ed and VE teacher will plan specific math strategies and indicate on lesson plan
• If an LPQ student has an IEP, accommodations will be made available in class and for all assessments.
• Utilize tiered supports.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Current VPK students are expected to make gains on the Star Early Literacy assessment. Assessment is administered three times a year. Students follow daily rituals and routines (how to enter the classroom, line-up, walk down the hallway, sit correctly on the carpet, handle materials, work and rotate through centers, etc.)
Academic expectations are rigorous. Instruction is given in Phonological Awareness, Print Awareness, Alphabet Recognition, Oral Language, Math, Science and Social Studies daily. Students are exposed to and work with many types of technology. They work on the Imagine Learning software for 15 minutes each day if the do not speak English. They also use educational apps on tablets as well as the interactive whiteboard several times a week with teacher guidance.

In small groups of two or three, students rotate through four of a possible eight centers each day directed by their personal choice. Each center focuses on a lesson objective and meets a Florida Early Learning and Developmental Standard for four year-old students. The small group teacher led centers are data-driven, and based upon student ability and needs.

Last week of school, have VPK students participate in Kindergarten classrooms for the reading and math lessons. Parents are invited to participate in VPK Transition night to gain insight into Kindergarten benchmarks and expectations.

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				$994.08
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0511 - Whitehouse Elementary School	Title, I Part A		$994.08
		Notes: Classroom teachers to support AIT initiatives in their classrooms with goal charts and incentives.				
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$17,699.83
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	510	0511 - Whitehouse Elementary School	Title, I Part A		$17,699.83
		Notes: The Growth Mindset Playbook (Teacher's Guide to Promoting Student Success) - help students realize their potential and succeed socially and academically. Habits of Mind Posters - developing successful habits 6100/168 1 Parent Liaison (16,798.00) - support parents in engaging with the school in a successful way.				
3	III.B.	Area of Focus: Instructional Practice: ELA				$202,748.08
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100/ 5100	510/150	0511 - Whitehouse Elementary School	Title, I Part A		$202,748.08
		Notes: Supplemental Instructional Supplies and materials - ESE VE/General Education teachers to purchase items to support differentiation and WIN. (2994.08) 5100/150 Reading Interventionist, three paras 5900/128 - 1 part time tutor (199,754.00)				
4	III.B.	Area of Focus: Instructional Practice: Math				$7,048.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100/ 5100	510/369	0511 - Whitehouse Elementary School	Title, I Part A		$7,048.00
		Notes: Supplemental Instructional Supplies and materials - ESE VE/General Education teachers to purchase items to support differentiation and intervention. 5100/369 Reflex site license for 2-5				
					Total:	$228,489.99

Budget Approval

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

Yes