Columbia County School District

Fort White Elementary School

2015-16 School Improvement Plan

Fort White Elementary School

18119 SW STATE ROAD 47, Fort White, FL 32038

http://www.columbia.k12.fl.us/fortwhiteelem/index.html

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	70%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	28%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Columbia County School Board on 11/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Through the relentless pursuit of student learning, our highly qualified teachers will provide rigorous standards-based instruction, which will result in academic growth for all students. We are committed to providing the highest quality education for all students by setting high expectations to promote life-long learning.

Provide the school's vision statement

Fort White Elementary School will provide opportunities for each student to learn skills, acquire knowledge, and develop character within a rich, diverse, and nurturing learning environment. Students will emerge as respectful, responsible citizens prepared to succeed in our global community.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Fort White Elementary School has an environment conducive to support on many levels, one of which the methodologies by which it examines culture and assimilates students into its positive environment. Through the process of placement of students, knowledge is gained through the enrollment, guidance, records, and testing process to determine needs and tier levels of students. The guidance department, RtI coordinators, teachers, and all staff learn knowledge about their students to the point that they can build personalized relationships with each student, even extending down to knowledge of each from a data standpoint. The point of all this is to provide all necessary tiers of support to all students, and to provide them with a very tightly knit community of support by all caregivers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Fort White Elementary School, staff arrives at or before 7:15 a.m., and all areas including walkers, car riders, and buses are manned with multiple staff, and then students are monitored as they move to classrooms or the lunchroom for breakfast. There is no time, and no area, where students are not supervised and have an enviornment where safety is paramount at all times. During the day, students are either escorted or picked up by adults, or we use the paired method where another student goes with a student to a place such as the library,etc. All staff, whether SBLT members or paras, teachers, or other personnel have a place in our model of support for students at all times during the day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We have established norms for bell to bell teaching, with a highly striated daily schedule where all facets of the school and district's reading plan, SIP from previous year, and other factors are considered to make sure that students have consistent times for instruction, and that it is placed first of all priorities as to how the day is made up. Fort White Elementary uses a model where teachers fill

out incident forms and document interactions with the students and parents over discipline issues, prior to filling out a full scale referral for discipline. At that point, our Asst. Principal for the school, Dr. Summers, handles discipline with students, interacts with parents, and meets with teachers and staff, as well as bus drivers to manage the discipline side of things for the school. She has attended training recently to make sure that we stay abreast of the latest models for discipline in a positive manner with documentation that is of a positive reinforcement nature. The School Based Leadership Team (SBLT) also has made it a goal to increase positive rewards and incentives to assist in this area, as well as in educational or grade areas too.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Fort White Elementary ensures the social-emotional needs of the students are being met by providing support in a multitude of ways. Staff, faculty, parents, and outside resources work together positively to motivate, support, and provide interventions to ensure that students' can flourish in the school setting. Staff and Faculty model and support positive relationships providing a nourishing school culture. Emotional safety of each student is addressed by making sure the school is free from bullying and harassment. Two SBLT members are trained Bullying Investigators. Through motivational strategies the students' are rewarded and recognized for displaying excellent behavior and having integrity.
Support services are utilized, when needed, in assisting with emotional, social, and academic needs. The school counselor, Meridian, Dr. Evans, Hospice, and other community resources provide these services to the students. We strive to look at the whole child; offering referrals for counseling and support for students' and their families.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Both the school and district use a software program called FOCUS, to monitor all activities tied to early warning systems. Additionally, a program called Performance Matters is used for progress monitoring, and there is some crossover in terms of data sets available for state testing between the two. FOCUS allows for the tracking of grades, referrals for discipline, course failures and such. Performance Matters covers progress monitoring for formative assessments and state level assessment data. As a school, we monitor attendance below 90%, suspensions, course failures in core courses, and students who are level one on state assessments, so that we may offer interventions. Interventions include RtI, Read 180, and other academic programs, counseling from our counselor as well as Meridian, Triple I, and we also have two staff members (one administrative) who track attendance daily (along with teachers), and do call outs to parents regarding tardies and absences in real time. We do this every day before 10:00 a.m., and teachers are required to have attendance done in FOCUS by that time, as well as document how they themselves are contacting parents after the second absence in their classes. Finally, we have put in an incentive program tied to Perfect Attendance by the month, with prizes and medals that the students wear. This program is structured similarly to how AR works, and during September 2015, we had 208 (31%) of our students with perfect attendance for the month.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	22	22	22	16	20	12	114
One or more suspensions	4	2	3	2	3	0	14
Course failure in ELA or Math	10	16	11	6	6	17	66
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	39	51	60	52	63	57	322

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We have implemented a holistic approach through our School Based Leadership Team (SBLT), to work with grade level teachers in implementing a way to monitor students and their academic performance and interventions necessary to keep them progressing properly. We designated team leads for each grade level to work with us on testing, designing our own progress monitoring, and the "war room" (data room). We meet with the grade levels weekly to analyze the standards and content limits, observe focus lessons, develop assessments and analyze student data. We utilize all interventions listed above for the whole school, and have RTi levels and interventions in place at all grade levels, which is monitored with district assistance as well. We monitor data weekly, and have put in place Professional Development so that we may design our own formative assessments through StudyIsland and CPALMS (MFAS for Math). Additionally, we started a Language Acquisition program during the 2014-2015 school year through a School Improvement Grant, and have shifted duties with one of our Read 180 staff to work with those students to do vocab and Language Acquistion pullouts 4 times a week (K-2). This is based around latest data regarding student readiness coming into school. In addition to remediation taking place throughout the regular classrooms and in conjunction with an RtI plan, we have a new Math intervention teacher who works with students in 5th grade. She also coordinates Special Area and READ 180 teachers, who go into specific grade levels for 30 minutes each afternoon and/or throughout the day for math support. Additional tutoring takes place throughout the day for grades 1-5 in ELA and math by tutors, paid for by district Title I funds. For ELL and ESE students, we have the full compliment of inclusion, intervention, and other resources to help bridge language or learning gaps in their areas, and we have a staffing specialist on site two times per week to assist with ESE needs as well. Finally, we have a speech therapist who works with teachers on academic program tweaks for their students, and recently we have purchased additional curriculum materials for that therapist to do more small group work with their students in regular classroom settings. They coordinate this through the classroom core teachers. In our special areas, our teachers (technology, music, art, and PE) work with core teachers to implement ways of adding real life examples of cross-curricular teaching and benchmarks through hands on activities, use of technology in the labs, and in music and art with activities tied to specific benchmarks in math and reading.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/184833.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Fort White Elementary is located in a small, rural community located in North Florida. Our school is the oldest continuously operating school in our district, having served many of our community members during their educational journey. Those community members, now business owners and members of active community organizations, partner with Fort White Elementary to support their community school. The Fort White Thrift Shop, for example, is a very active community partner. In addition to providing lunch for all staff one day during preplanning, they contribute funds to school projects used to encourage and motivate students to succeed in the classroom such as the Accelerated Reader incentive program and project based learning initiatives. The Thrift Shop also provides funds for the "Thrift Shop Award", a $25 reward that is given to each classroom teacher to recognize the contributions of one of their students at the end of the year. At any time during the year, if we find a student in need of clothing or shoes, a quick call and visit to the Thrift Shop, located 4 blocks away, and the needs of that child are met. In addition to the Thrift Shop, we have also received support from our local Walmart distribution center, Florida State Park system, and area churches and civic organizations.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Lashley, Tom	Principal
Johnson, Judi	Other
Hubbell, Deborah	Instructional Coach
Tuell, Vickie	Guidance Counselor
Etheridge, Delan	Other
Summers, Susan	Assistant Principal
Stagg, Michelle	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Thomas Lashely Principal- oversees MTSS and School Improvement initiatives; evaluates teacher instruction; assigns additional support to teachers as needed.
Dr. Susan Summers, Assistant Principal- assists the principal in overseeing the MTSS and SIP initiatives and conducting teacher evaluations; responsible for monitoring of student behavior as related to MTSS and school-wide discipline; assists team in evaluation of school, grade level and student data.
Deborah Hubbell, Instructional Coach- assists with overseeing MTSS and SIP initiatives; provides additional support for teachers and staff to strengthen both core and remedial instruction; responsible for professional development as needed for SIP initiatives; assists team in evaluation of school, grade level and student data.
Judith Johnson, Curriculum Resource Teacher- assists the principal in overseeing the MTSS and SIP initiatives; Co-chairman of the MTSS/RtI team, Chairperson of SAC; assists in providing support for teachers through curriculum, intervention and RtI initiatives; serves as Parent Involvement and Volunteer Coordinator; assists team in evaluating school, grade level and student data;
Vickie Tuell, Guidance Counselor- assists principal in overseeing MTSS and SIP initiatives; Co-chairman of MTSS/ RtI team; assists teachers with student concerns to include counseling, 504 or RtI support and involvement of outside agencies; Migrant contact; assists team in evaluation of school, grade level and student data.
Delan Etheridge, Media Specialist- assists principal in overseeing SIP initiatives; assists in overseeing school positive reinforcement programs to influence early warning data.
Team members are actively involved in MTSS/ RtI team meetings, including intervention development for struggling students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

By improving the utilization of the Four Week Coaching Cycle, as identified in our school improvement plan, it is our goal to improve the core instruction, small group and individual instruction provided to each student. Students needing additional support are identified through continuous monitoring of student, classroom and grade level data, with special attention being given to migrant students. Teachers also identify students needing enrichment activities, and work with their team members to coordinate and develop activities for those students. Classroom observations serve to monitor the fidelity of implementation of core curriculum and student remediation. Teachers and school staff identified as needing additional instructional support will receive professional development opportunities which may include coach and peer support, professional learning communities and model classroom visitations.
Title I, Part A services are provided to ensure students who need additional remediation are provided support through: quality teachers through professional development, content resource teachers and mentors, and parent involvement trainings and activities.
The Title I, Part C Migrant Education Program (MEP) will closely monitor student progress at the school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff, as needed. Migrant children are identified upon enrollment through the utilization of a work survey completed by parents. Students served by the MEP program are closely monitored through MTSS and given additional instructional support as needed, including being enrolled in English in a Flash software, purchased by the district. There are currently 6 ELL students attending our school, with 3 students meeting the requirements for migrant services.
Title II Professional Development funds are expended in accordance with the District Plan.
Columbia County School District did not quality for Title III funds.
The district receives Title X, Homeless funds to provide resources (including social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a

free and appropriate education.
In regards to Violence Prevention Programs, the district has adopted and now implements a district-wide bullying policy as per state statute. Guidance classes include lessons on bullying, conflict resolution and drug abuse. The Crisis Response Team meets twice per year to review school safety procedures to ensure student safety during emergency situations. Law enforcement is also available to assist with emergency situations, including counseling with students.
Free meal program is available for all students for both breakfast and lunch.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Judith Johnson	Teacher
Paul Crawford	Parent
Amy Bailey	Parent
Michelle Daughtry	Parent
Heather Davis	Teacher
Delan Etheridge	Parent
Jasmine Hagan	Parent
Thomas Lashley	Parent
Marah Miller	Parent
Megan Wright	Teacher
Diane Avery	Teacher
Denyse Vieira	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

2015 FCAT 2.0 for 5th grade Science:
Target: 70% of our students would score Level 3-5.
Actual: 51% of our students scored Level 3-5. This is a decrease from FCAT 2014, when 59% of our 5th graders scored Level 3-5.
A summary of the end-of-the-year progress monitoring is as follows:
Kindergarten Math: 82.2% APC (average percent correct)
Grade 1: Math: 77.9 APC Reading: 73.1 APC
Grade 2: Math: 76.4 APC Reading: 76.6 APC
Grade 3: Math: 66.0 APC Reading: 63.0 APC Science: 65.9 APC
Grade 4: Math: 64.3 APC Science: 53.9 APC
Grade 5: Math: 53.0 APC Science: 63.6 APC
Below is an evaluation of the 2013-2014 School Improvement Plan. This area will be updated with current FSA data upon release of this information by the state.
AMO's for Reading:
All Students- Target: 75%, Actual: 64%
African American Students- Target: 60%, Actual: 44%
Hispanic Students- Target: 79%, Actual: 50%

White Students- Target: 77%, Actual: 69%
Students with Disabilities- Target: 48%, Actual: 29%
Economically Advantaged Students- Target: 72%, Actual: 62%
FCAT 2.0 for Reading:
Scoring Level 3- Target: 63%, Actual 32%
Scoring Level 4 or 5- Target: 39%, Actual: 33%
Learning Gains for Reading:
Making Learning Gains- Target: 75%, Actual: 70%
Lowest quartile making learning gains- Target: 75%, Actual: 64%
Writing: Scoring at or above 3.5- Target: 70%, Actual 35%
AMO's for Math:
All Students- Target: 69%, Actual: 62%
African American Students- Target: 47%, Actual: 32%
Hispanic Students- Target: 49%, Actual: 47%
White Students- Target: 71%, Actual: 68%
Students with Disabilities- Target: 46%, Actual: 31%
Economically Advantaged Students- Target: 63%, Actual: 60%
FCAT 2.0 for Math:
Scoring Level 3- Target: 39%, Actual 32%
Scoring Level 4 or 5- Target: 30%, Actual: 28%
Learning Gains for Math:
Making Learning Gains- Target: 75%, Actual: 52%
Lowest quartile making learning gains- Target: 75%, Actual: 44%
Science:
Scoring Level 3- Target: 35%, Actual: 33%
Scoring at or above 3.5- Target: 35%, Actual 33%

Development of this school improvement plan

The leadership team met with the DA team and analyzed data to develop strategies and an action plan to address the identified barriers. Faculty, staff and parents were surveyed to get their input, and this information was used to begin discussions with faculty & staff. After reviewing the problem solving process with the SAC, the goals, strategies, action plan and monitoring components were presented to the SAC for their review, to include changes and approval.

Preparation of the school's annual budget and plan

The Title I budget was allocated to reflect the initiatives identified in the goals and action plan of the School Improvement Plan. This budget was then presented to the SAC for their input and approval. The SAC also has input into the Title I Parent Involvement Plan and Title I Parent Involvement budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

All of the school Improvement funds were utilized to purchase parent communication folders and planners, used to establish and maintain the line of communication between home and school.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Lashley, Tom	Principal
Summers, Susan	Assistant Principal
Johnson, Judi	Other
Hubbell, Deborah	Instructional Coach
Etheridge, Delan	Instructional Media
Tuell, Vickie	Guidance Counselor
Johnson, Kimberly	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the SBLT will be: monitoring progress toward SIP goals; suggesting and making changes to the SIP; increasing the rigor of instruction at Fort White Elementary; raising teacher expectations; improving student proficiency; increasing learning gains in Reading and Math; and scheduling celebrations for reaching goals.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Fort White Elementary School has a variety of strategies to build collaborative, positive peer relationships between all staff, and particularly our teachers. The core of this process resides in the interaction of grade level groups during common planning, PLCs, and other activities that build the concept of family within our school culture and foster an understanding that the grade levels have to look at their work as a function of both individual students they need to differentiate for, as well as the grade level's needs as a whole. The School Based Leadership Team meets weekly to work on their strategies, and then weekly for grade level meetings with the teams to keep everyone within the loop. The focus this year is to implement real-time grade level common planning meetings twice a week by grade, and that they will be done in our data room, with real time data coming from formative assessments that we built, using tools such as CMAPs, CPALMS, MFAS assessments, and StudyIsland, as well as ThinkCentral linked tests to GoMath.
On a separate note, we feel that the sense of community comes from our interactions from sources such as the Sunshine Committee, PTO, SAC, and various other areas where we come together and build a sense of community that stretches beyond the nuts and bolts of just curriculum areas. In our area of the county, (FWES and FWHS), we have a Native American word, "Tiwahe", which means family. It is notated on all kinds of sources we use, including motivational T-shirts and other sources that keep the meaning close at hand.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Our school works closely with the county Human Resources department to recruit highly qualified and effective teachers to our school. Columbia County School District HR department participated in a job fair in the spring in order to recruit new teachers. Recently graduated teachers also toured multiple schools to become familiar with the district and teaching opportunities available. New teachers are immediately paired with a knowledgeable, highly-qualified peer teacher to offer support and guidance

through their first year on campus. The Administration, CRT, Instructional Coach and Guidance Counselor are on hand to offer additional support to new teachers as needed.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The teacher mentoring program for Columbia County Schools is a one to two year program designed for teachers new to the district with no previous teaching experience who hold a Florida Professional certificate, teachers who hold a Florida Professional certificate with prior teaching experience, or for teachers new to the district with no previous teaching experience who hold a Florida Professional Certificate. Depending upon their classification, teachers may be required to participate in district and school orientation, be assigned a mentor teacher, have observations conducted by leadership and mentors, and participate in various trainings and exams.
New teachers and mentoring teachers are listed below, along with the rationale for the pairings.
Paige Smith is a new teacher who is currently assigned to teach second grade. She has a temporary certificate issued by the state of Florida. Diane Avery is serving as Paige's mentor teacher. Mrs. Avery has 8 years of experience teaching 2nd grade and is currently serving as a resource teacher, making her available to Ms. Smith as needed.
Mrs. Susan Zagorskas is an experience teacher, new to the state of Florida. As a military wife, Mrs. Zagorskas taught in multiple states prior to her move to Florida. She is currently teaching 5th grade ELA and Social Studies and is being mentored by Mrs. Marilyn Gassett. Mrs. Gassett is a seasoned teacher with multiple years of experience in 4th and 5th grade classrooms, in addition to serving the district in school discipline and administrative roles. She serves Fort White Elementary as the 5th grade team leader and is also teaching ELA and Social Studies.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Both Fort White Elementary School and Columbia County School District have prioritized alignment of programs used to Florida's standards as one of the highest priorities possible within daily operations and curriculum and lesson design. Additionally, both the school and the district work with FLDOE Differentiated Accountability team members for Region 2, to provide on-going support and Professional Development as well as other sources such as the Northeast Florida Educational Consortium (NEFEC), FDLRS, and other regional support entities as well as outside sources for working with staff and teachers. Additionally, last year added work with CPALMS and Math Formative Assessment Systems began, in order to align school level formative assessments with the new testing platform and new standards. Study Island has also been purchased by the district, and is being used to assess students, along with Performance Matters assessments designed by the district. Also, the district received a TIF/SEEC grant from the state through NEFEC, which has allowed for additional Teacher Support Colleagues (TSC) to be hired and coach schools in these areas, as well as work with the school coaches and CRT's in all areas of curriculum alignment.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Currently, we utilize a plethora of data indicators to assess student performance, and to make decisions about how to best scaffold and differentiate instruction. We have a data room with data walls for all grade levels. We utilize state assessment data, district level data, and design our own progress monitoring data through building formative assessments in the CIM model through CPALMS MFAS assessment performance rubrics, and tests derived from Study Island for ELA. We meet weekly with grade level teams as a SBLT, so that we can assess data and strategies, help them differentiate based on what their discussions in common planning tell them, and to move groups around as new data makes it possible to tweak how they are placed as students during small group time, and so that we can strategize around what we are learning about each individual student on a weekly basis. We have had assistance from DA in building our data room, and the current principal is a former DA specialist with a curriculum background. We do formative assessments monthly, and utilize the progress monitoring tools the district provides based around a district-wide assessment calendar that gives us multiple data points throughout the year prior to state testing. A math intervention teacher works closely with the fifth grade math teachers to offer remediation to students. This intervention teacher also coordinates the activities for the Special Area teachers each afternoon as they conduct remediation for students in grades 2-5. Additionally, we use the RTi model to also build interventions with students based on their tier placement. ESE support teachers also conduct "preteaching" activities in grades 3-5 each morning during the 30 minutes before the tardy bell rings, immediately after the buses release students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

To assist ESE students with development and retention of ELA skills, ESE teachers and paras will conduct pre-teaching sessions for 30 minutes each morning before school. Additionally, we have teachers in special areas, who come in for pre-teaching sessions, multiple times per week, so that students who are in remedial intervention programs like Read 180, can still get their elective specials, and thus keep motivation high because they are not losing out on taking those courses and enjoying them.

Strategy Rationale

Additional instruction with highly qualified ESE-trained instructors assists students with retention and mastery of basic skills in ELA.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lashley, Tom, lashleyt@columbiak12.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected by homeroom and ESE teachers and analyzed monthly during grade level data meetings.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

To facilitate a smooth transition for students entering into kindergarten, we conduct a Kindergarten Orientation each April in order to tell parents about our school and introduce kindergarten teachers along with other key personnel. Vital school information is presented to parents during a slide show and as a packet for them to take home. Two Kindergarten Registration days are held during the summer. During these dates, a short screening tool is utilized to determine a child's readiness to begin kindergarten. A kindergarten teacher meets with each parent after the screening to review the results. During the screening, additional information about the school is given to parents. Two VPK classes and 1 PKH classes are conducted on our campus throughout the school year. These parents are invited to all school functions, including parent involvement activities. In order to aide the transition for kindergarteners coming from an adjacent VPK program, one of our kindergarten meets with parents each spring to present ways to help ensure their child is ready for kindergarten. Kindergarten social and academic skills are presented to parents, as well as tips and ideas on how to help their child gain these skills.

In order to smooth the transition for our fifth grade students into the middle school the following year, multiple activities are conducted throughout the year with current middle school students. These activities include Earth Day activities and science activities conducted at the Ichetucknee State Park. An Open House is also conducted at Fort White High School for all future sixth graders and their parents. At the end of the school year, teachers and counselors from Fort White High School visit Fort White Elementary to inform students of the variety of classes available to them in future years. Fifth grade students also go to Fort White High School for a half day visit, including a tour of the school, introduction to teachers, and lunch on campus.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. Fort White Elementary School will develop, plan, and deliver differentiated levels of instruction and reteaching for improved student performance, utilizing grade level specific data and common planning time.

G2. Fort White Elementary will work towards strengthening the supportive environment between staff and parents in order to increase student performance.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Fort White Elementary School will develop, plan, and deliver differentiated levels of instruction and reteaching for improved student performance, utilizing grade level specific data and common planning time. 1a

G072798

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0
Math Lowest 25% Gains	75.0
FSA English Language Arts - Achievement	60.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Common Planning time for all grade levels
- Software to assist with differentied levels of instruction, including Accelerated Math, Study Island, Math Facts in a Flash
- Math Intervention Teacher
- CPALMS
- Engage NY
- Technology available on campus. (Chromebooks & iPads)

Targeted Barriers to Achieving the Goal 3

- The speed of necessary change and how to attack multiple problems simultaniously with limited resources and funding

Plan to Monitor Progress Toward G1. 8

data from state assessments, Performance Matters assessments, and formative assessments designed and implemented by grade level teams at FWES.

Person Responsible
Tom Lashley

Schedule
Monthly, from 10/15/2015 to 5/29/2016

Evidence of Completion
Assessment data from Performance Matters, formative assessments and state assessments.

G2. Fort White Elementary will work towards strengthening the supportive environment between staff and parents in order to increase student performance. 1a

G072799

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - ED	
AMO Reading - All Students	
AMO Reading - ED	
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- Well-established Family Reading Nights held bi-monthly during most months throughout school year.
- Strong School Advisory Council.
- Multiple methods of informing parents of activities on campus, including monthly newsletter, school messenger, student planners, and school website.

Targeted Barriers to Achieving the Goal 3

- Lack of attendance at many parent involvement activities on campus.

Plan to Monitor Progress Toward G2. 8

Monthly Parent Involvement summaries will be reviewed monthly during SAC meetings

Person Responsible
Judi Johnson

Schedule
On 5/31/2016

Evidence of Completion
SAC minutes

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. Fort White Elementary School will develop, plan, and deliver differentiated levels of instruction and reteaching for improved student performance, utilizing grade level specific data and common planning time. 1

G072798

G1.B1 The speed of necessary change and how to attack multiple problems simultaniously with limited resources and funding 2

B189921

G1.B1.S1 4 Week Coaching Cycle 4

S201329

Strategy Rationale

4 week coaching cycle supports teachers as they select focus standards, analyze the standards to determine content limits, develop lessons focused on those standards, develop assessments to monitor student understanding, and analyze student data.

Action Step 1 5

Monthly implementation of Coaching Cycle

Person Responsible

Tom Lashley

Schedule

Weekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Scheduled on school & district calendar, agendas for weekly meetings established

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Attendance at meetings

Person Responsible

Deborah Hubbell

Schedule

On 5/30/2016

Evidence of Completion

Sign-in sheets, minutes from meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Meeting of SBLT to discuss Coaching Cycle

Person Responsible

Tom Lashley

Schedule

On 11/30/2015

Evidence of Completion

Minutes of SBLT meeting

G1.B1.S2 Common Planning 4

S201330

Strategy Rationale

In addition to one meeting per week with the SBLT, teachers are asked to conduct common planning one day per week with grade level teams and interventionists to discuss instructional strategies and differentiation for all groups.

Action Step 1 5

Participate in Common Planning Time with grade levels, with specific discussions concerning standards mastery and differentiation for students of all achievement levels.

Person Responsible

Tom Lashley

Schedule

On 6/3/2016

Evidence of Completion

Weekly meeting notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review of team meeting minutes

Person Responsible

Judi Johnson

Schedule

Monthly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Minutes & Sign-in sheets from team meeting

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Meeting of SBLT to discuss coaching cycle

Person Responsible

Tom Lashley

Schedule

On 11/30/2015

Evidence of Completion

Minutes of SBLT

G1.B1.S3 Blooomboard PD support by instructional coach. 4

S201331

Strategy Rationale

Rate of change needed and multiple new staff members requires a PD platform which will allow us to assign specific PD resources to teachers in real time.

Action Step 1 5

Determine schedule for and complete administrative walkthroughs

Person Responsible

Tom Lashley

Schedule

On 6/3/2016

Evidence of Completion

Informal and Formal walk-through forms

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Email reminder

Person Responsible

Susan Summers

Schedule

On 9/30/2015

Evidence of Completion

Email

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Meeting of SBLT to discuss areas of need in relation to professional development & current progress

Person Responsible

Tom Lashley

Schedule

Monthly, from 10/5/2015 to 5/31/2016

Evidence of Completion

Minutes of SLBT meeting

G1.B1.S4 Math intervention program coordinated by Math Specialist that oversees remediation daily in grades 2-5. 4

S201332

Strategy Rationale

Historical data indicates that both differentiation and math learning to be our biggest long-term challenges.

Action Step 1 5

Establish remediation schedule, analyzing the most current data throughout the year to determine student placement within groups.

Person Responsible

Michelle Stagg

Schedule

Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Schedule, listing of students within groups, updated throughout the year

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Review of schedule and groups; update SBLT on progress

Person Responsible

Deborah Hubbell

Schedule

Monthly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Minutes of SBLT meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Meeting of SBLT to discuss math intervention

Person Responsible

Tom Lashley

Schedule

Monthly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Minutes of SBLT meeting

G2. Fort White Elementary will work towards strengthening the supportive environment between staff and parents in order to increase student performance. 1

G072799

G2.B1 Lack of attendance at many parent involvement activities on campus. 2

B189922

G2.B1.S1 Ensure parent involvement opportunities meet the needs of parents. 4

S201333

Strategy Rationale

Determining the needs of the parents of current students allows FWES to tailor the Parent Involvement Plan to better serve our parents.

Action Step 1 5

Develop and conduct a survey of parents to determine specific needs and barriers; address needs in PIP

Person Responsible

Judi Johnson

Schedule

On 9/11/2015

Evidence of Completion

Survey developed, conducted, and results compiled and addressed in PIP.

Action Step 2 5

Ensure parents are aware of parent involment opportunities and campus activities through school newsletter, event fliers, and School Messenger phone system.

Person Responsible

Judi Johnson

Schedule

Monthly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Copies of newsletters, fliers and phone messages

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

emails will be exchanged to determine dates surveys were sent out and overall results of survey

Person Responsible

Tom Lashley

Schedule

Evidence of Completion

email

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Parent Involvement opportunitites and communication will be discussed at SAC meetings to determine effectiveness.

Person Responsible

Judi Johnson

Schedule

Monthly, from 9/21/2015 to 5/31/2016

Evidence of Completion

SAC minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

SAC will discuss parent involvement activities to determine effectiveness

Person Responsible

Judi Johnson

Schedule

On 5/31/2016

Evidence of Completion

Scheduling of activities and parent sign-in sheets will be collected and monitored throughout the school year.

G2.B1.S2 Have teachers take a more active role in parent involvement activities. 4

S201334

Strategy Rationale

Information given to parents needs to closely mirror the instruction their children receive in the classroom. Some of the highest attended events during the 2014-2015 school year were ones where classroom teachers played a more active role.

Action Step 1 5

Plan parent night activities with the assistant of classroom and support teachers.

Person Responsible

Tom Lashley

Schedule

On 9/30/2015

Evidence of Completion

Faculty Meeting Agenda & Notes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Discuss parent nights with faculty and establish parent night guidelines

Person Responsible

Tom Lashley

Schedule

On 9/30/2015

Evidence of Completion

Faculty meeting notes will reflect the discussion with faculty; parent night guidelines will be established and shared.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Event documentation (sign-in sheets, fliers) will be collected.

Person Responsible

Judi Johnson

Schedule

On 5/31/2016

Evidence of Completion

Sign-in sheets and fliers will be collected and event evaluations will be reviewed to determine effectiveness.

G2.B1.S3 Develop parent involvement activites which provide parents more opportunities to participate in hands-on activities with their kids or where students display or present their work. 4

S201335

Strategy Rationale

The highest attended parent involvement activities have been Family Reading Nights, Family Math Night, SCOPE project nights, and Science Fair Awards Night.

Action Step 1 5

Plan and implement a minimum of 2 parent involvement opportunities during the school year which incorporates hands-on activities or student involvement.

Person Responsible

Judi Johnson

Schedule

Semiannually, from 10/1/2015 to 5/31/2016

Evidence of Completion

Event fliers, sign-in sheets documenting activity

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Discussion of parent involvement opportunities during SAC meetings

Person Responsible

Judi Johnson

Schedule

Quarterly, from 9/21/2015 to 5/31/2016

Evidence of Completion

SAC minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Discussion of campus activities during SBLT meetings

Person Responsible

Tom Lashley

Schedule

Semiannually, from 10/1/2015 to 5/31/2016

Evidence of Completion

Minutes of SBLT meetings

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Monthly implementation of Coaching Cycle	Lashley, Tom	8/31/2015	Scheduled on school & district calendar, agendas for weekly meetings established	5/30/2016 weekly
G1.B1.S2.A1	Participate in Common Planning Time with grade levels, with specific discussions concerning standards mastery and differentiation for students of all achievement levels.	Lashley, Tom	8/17/2015	Weekly meeting notes	6/3/2016 one-time
G1.B1.S3.A1	Determine schedule for and complete administrative walkthroughs	Lashley, Tom	9/1/2015	Informal and Formal walk-through forms	6/3/2016 one-time
G1.B1.S4.A1	Establish remediation schedule, analyzing the most current data throughout the year to determine student placement within groups.	Stagg, Michelle	8/31/2015	Schedule, listing of students within groups, updated throughout the year	5/31/2016 monthly
G2.B1.S1.A1	Develop and conduct a survey of parents to determine specific needs and barriers; address needs in PIP	Johnson, Judi	9/8/2015	Survey developed, conducted, and results compiled and addressed in PIP.	9/11/2015 one-time
G2.B1.S2.A1	Plan parent night activities with the assistant of classroom and support teachers.	Lashley, Tom	9/8/2015	Faculty Meeting Agenda & Notes	9/30/2015 one-time
G2.B1.S3.A1	Plan and implement a minimum of 2 parent involvement opportunities during the school year which incorporates hands-on activities or student involvement.	Johnson, Judi	10/1/2015	Event fliers, sign-in sheets documenting activity	5/31/2016 semiannually
G2.B1.S1.A2	Ensure parents are aware of parent involment opportunities and campus activities through school newsletter, event fliers, and School Messenger phone system.	Johnson, Judi	9/8/2015	Copies of newsletters, fliers and phone messages	5/31/2016 monthly
G1.MA1	data from state assessments, Performance Matters assessments, and formative assessments designed and implemented by grade level teams at FWES.	Lashley, Tom	10/15/2015	Assessment data from Performance Matters, formative assessments and state assessments.	5/29/2016 monthly
G1.B1.S1.MA1	Meeting of SBLT to discuss Coaching Cycle	Lashley, Tom	11/2/2015	Minutes of SBLT meeting	11/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Attendance at meetings	Hubbell, Deborah	9/8/2015	Sign-in sheets, minutes from meetings	5/30/2016 one-time
G1.B1.S2.MA1	Meeting of SBLT to discuss coaching cycle	Lashley, Tom	11/2/2015	Minutes of SBLT	11/30/2015 one-time
G1.B1.S2.MA1	Review of team meeting minutes	Johnson, Judi	9/8/2015	Minutes & Sign-in sheets from team meeting	5/31/2016 monthly
G1.B1.S3.MA1	Meeting of SBLT to discuss areas of need in relation to professional development & current progress	Lashley, Tom	10/5/2015	Minutes of SLBT meeting	5/31/2016 monthly
G1.B1.S3.MA1	Email reminder	Summers, Susan	9/21/2015	Email	9/30/2015 one-time
G1.B1.S4.MA1	Meeting of SBLT to discuss math intervention	Lashley, Tom	9/8/2015	Minutes of SBLT meeting	5/31/2016 monthly
G1.B1.S4.MA1	Review of schedule and groups; update SBLT on progress	Hubbell, Deborah	9/8/2015	Minutes of SBLT meetings	5/31/2016 monthly
G2.MA1	Monthly Parent Involvement summaries will be reviewed monthly during SAC meetings	Johnson, Judi	9/1/2015	SAC minutes	5/31/2016 one-time
G2.B1.S1.MA1	SAC will discuss parent involvement activities to determine effectiveness	Johnson, Judi	9/1/2015	Scheduling of activities and parent sign-in sheets will be collected and monitored throughout the school year.	5/31/2016 one-time
G2.B1.S1.MA1	emails will be exchanged to determine dates surveys were sent out and overall results of survey	Lashley, Tom	9/14/2015	email	one-time
G2.B1.S1.MA3	Parent Involvement opportunitites and communication will be discussed at SAC meetings to determine effectiveness.	Johnson, Judi	9/21/2015	SAC minutes	5/31/2016 monthly
G2.B1.S2.MA1	Event documentation (sign-in sheets, fliers) will be collected.	Johnson, Judi	9/1/2015	Sign-in sheets and fliers will be collected and event evaluations will be reviewed to determine effectiveness.	5/31/2016 one-time
G2.B1.S2.MA1	Discuss parent nights with faculty and establish parent night guidelines	Lashley, Tom	9/1/2015	Faculty meeting notes will reflect the discussion with faculty; parent night guidelines will be established and shared.	9/30/2015 one-time
G2.B1.S3.MA1	Discussion of campus activities during SBLT meetings	Lashley, Tom	10/1/2015	Minutes of SBLT meetings	5/31/2016 semiannually
G2.B1.S3.MA1	Discussion of parent involvement opportunities during SAC meetings	Johnson, Judi	9/21/2015	SAC minutes	5/31/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Fort White Elementary School will develop, plan, and deliver differentiated levels of instruction and reteaching for improved student performance, utilizing grade level specific data and common planning time.

G1.B1 The speed of necessary change and how to attack multiple problems simultaniously with limited resources and funding

G1.B1.S1 4 Week Coaching Cycle

PD Opportunity 1

Monthly implementation of Coaching Cycle

Facilitator

Tom Lashley & Deborah Hubbell

Participants

All teachers

Schedule

Weekly, from 8/31/2015 to 5/30/2016

G1.B1.S3 Blooomboard PD support by instructional coach.

PD Opportunity 1

Determine schedule for and complete administrative walkthroughs

Facilitator

Deborah Hubbell

Participants

All teachers and/or teachers identified as needing support

Schedule

On 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Fort White Elementary School will develop, plan, and deliver differentiated levels of instruction and reteaching for improved student performance, utilizing grade level specific data and common planning time.

G1.B1 The speed of necessary change and how to attack multiple problems simultaniously with limited resources and funding

G1.B1.S2 Common Planning

PD Opportunity 1

Participate in Common Planning Time with grade levels, with specific discussions concerning standards mastery and differentiation for students of all achievement levels.

Facilitator

Becky Childs

Participants

SBLT & teachers

Schedule

On 6/3/2016

Budget

Budget Data

1	**G1.B1.S1.A1**	**Monthly implementation of Coaching Cycle**				**$0.00**
2	**G1.B1.S2.A1**	**Participate in Common Planning Time with grade levels, with specific discussions concerning standards mastery and differentiation for students of all achievement levels.**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0121 - Fort White Elementary School	Title I Part A		$1,500.00
			Notes: Supplimental instructional materials required for effective differentiation for students of all achievement levels.			
3	**G1.B1.S3.A1**	**Determine schedule for and complete administrative walkthroughs**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0121 - Fort White Elementary School	Title I Part A		$5,000.00

Budget Data

			Notes: Purchase of Bloomboard			
4	**G1.B1.S4.A1**	**Establish remediation schedule, analyzing the most current data throughout the year to determine student placement within groups.**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0121 - Fort White Elementary School	Title I Part A		$500.00
			Notes: Materials for math remediation activities			
5	**G2.B1.S1.A1**	**Develop and conduct a survey of parents to determine specific needs and barriers; address needs in PIP**				**$0.00**
6	**G2.B1.S1.A2**	**Ensure parents are aware of parent involment opportunities and campus activities through school newsletter, event fliers, and School Messenger phone system.**				**$1,035.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0121 - Fort White Elementary School	Title I Part A		$1,035.00
7	**G2.B1.S2.A1**	**Plan parent night activities with the assistant of classroom and support teachers.**				**$0.00**
8	**G2.B1.S3.A1**	**Plan and implement a minimum of 2 parent involvement opportunities during the school year which incorporates hands-on activities or student involvement.**				**$0.00**
					Total:	**$8,035.00**