

Fort White High School

17828 SW STATE ROAD 47, Fort White, FL 32038

<http://www.fortwhitehighschool.org/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	64%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	22%

School Grades History

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

**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

It is our mission at Fort White High School to create a rich learning environment which will challenge students analytically and provide them with opportunities for full academic and personal development as life-long learners.

Provide the school's vision statement

"Linking today's challenges with tomorrow's successes." Fort White High School will provide a safe, positive, and challenging environment with an unequaled commitment to preparing today's students for a successful future.

School Environment

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

An open house is held prior to the official start of school giving parents and students the opportunity to meet and greet their instructors. During the first two weeks of school all teachers complete initial positive parental contact to establish collaboration/partnership and gain valuable insight into their students' lives. Over the course of the school year, activities are scheduled that allow students/teachers to build relationships and rapport (i.e., Parent Universities, AVID Family Night).

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

Fort White high school recognizes that for many students, school is their primary source of stability . As such, we strive to cultivate a campus-wide family culture, even to the point of adopting our school motto "TIWAHE" (Family). Administration and many teachers have open door policies for students in need. The school employs two deputies and two security guards to help ensure student safety and they also act as mentors for students.

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

Fort White High School follows the Columbia County School District's Student Code of Conduct. Teachers teach bell to bell to keep students focused and engaged in learning. When a disciplinary incident occurs, teachers call home to enlist parent collaboration in addressing the student behavior and/or refer to discipline. Consequences are addressed through use of a Discipline Rubric/Grid to ensure consistency and fairness.

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

Guidance counselors are available for all students to discuss educational and emotional needs. Mentoring programs are established through STEM TIPS, Student Government Association, Take Stock in Children, AVID, and athletics. Other programs are available as needed, such as the school

district pregnancy resource teacher, community volunteer mentors, and the on-campus Meridian counselor.

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

Fort White High School maintains a database identifying EWS indicators for students and reviews regularly. Core teachers regularly participate in "Data Chats" with students and students maintain individualized student data in their required binders. Data addresses standardized assessments, mini-assessments, grades, absences, and discipline referrals. The following early warning indicators are used within Fort White High School's EWS:

- ~Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- ~One or more suspensions, whether in school or out of school
- ~Course failure in English Language Arts or Mathematics
- ~A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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
	6	7	8	
Attendance below 90 percent	11	14	16	41
One or more suspensions	13	13	19	45
Course failure in ELA or Math	20	5	15	40
Level 1 on statewide assessment	60	68	60	188

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	39	27	34	100

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

Fort White High School utilizes the following intervention strategies to support students who exhibit at least one or more early warning indicators:

- ~Students who score a level 1 on Florida's statewide assessments are placed in an ELA intensive instruction course to assist the student in achieving learning gains and/or proficiency.
- ~Students who score a level 1 on Florida's statewide ELA assessments are also administered the STAR Reading assessment to gauge learning gains during the year.
- ~Students who score a level 1 or 2 on Florida's statewide assessments receive individualized and small group instruction through services of a part-time tutor.
- ~Morning tutorials or afternoon tutorials are provided weekly for all students wishing additional assistance in academics.

~Mandatory Parent Meetings are scheduled twice yearly to address identified academic concern for students (1st 9-Weeks and end of Semester 1).

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Facilitate two-way positive communication between parents and faculty through: emails, phone calls, quarterly progress reports, report cards, conferences, Open House, Tribal Council, SAC involvement, Parent Universities, and Program Showcase (Ed. Fair). Throughout the year, various organizations provide opportunities for parental involvement and relationship building. These include, but are not limited to, community choral and band concerts, FFA community Halloween Trick-or-Treat gathering, student led Community Water Festival, Indian Uprising for homecoming, AVID Family Night, and Alumni homecoming dinner.

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

FWHS reaches out to community organizations/businesses to enhance educational and extracurricular activities for our students. Educational/extracurricular activities include, but are not limited to: Ichetucknee PARKnership, food backpack ministry, Fort White Community Thrift Shop support, Fort White Library software and literary coordination, Antioch Baptist Church 5th quarter, and Shiloh Baptist Church (student performance venue).

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
Couey, Keith	Principal
Clark, Cindy	Assistant Principal
Duval, Jay	Assistant Principal
Keen, Mary	Assistant Principal

Duties

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

The SBLT will meet monthly and use the problem-solving process to:

- *Oversee the multi-layered model of service delivery for Rtl (Tier1/Core, Tier2/Supplemental and Tier3/Intensive)
- *Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- *Determine the school-wide professional development needs of faculty and staff and arrange training aligned with SIP goals
- *Review and interpret student data (academic, behavior, and attendance)
- *Organize and support systematic data collection as needed
- *Strengthen and support core curriculum instruction through supportive coaching, management of resources and providing professional development in research based instructional strategies.

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

The purpose of the SBLT is to ensure high quality instruction/intervention is matched to student needs, using student performance data to make data-based decisions to guide instruction. The SBLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students and relies on input from instructors. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc..) The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The SBLT monitors/reviews student progress and offers credit recovery as a means of dropout prevention. A Credit Recovery class is offered for grades 6-12 to ensure the student's progress within his/her cohort group. Guidance Counselors/Teachers meet regularly with students that are involved in Credit Recovery classes to ensure success.

The following federal programs support Fort White High School additionally through the following means:

~Title II/TIF Grant: Monies are distributed equitably throughout the schools for professional development through the county office.

~Title I (Part C Migrant): Students are identified and referred to the North Florida Migrant Center in Alachua county. Services include tutoring, materials for teachers and translators.

~Title X Homeless: Identified homeless students are referred to the District's Homeless Education Program.

~Perkins/Perkins Rural: Career and Technical Education program requests for materials, curriculum supports, repairs, and maintenance of equipment are referred to the District's Career and Adult Education Department.

~Title VI: Monies support two (2) part-time tutors for Intensive Reading and Credit Recovery programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Keith Couey	Principal
Cindy Clark	Teacher
Jacki Clark	Teacher
John Gherna	Teacher
Patti Street	Business/Community
Heather Trice	Education Support Employee
Channon Rutledge	Parent
Denyse Vieira	Parent
Seth Rutledge	Student
Donnell Sanders	Business/Community
Peggy Amaya	Teacher
Lori Cole	Education Support Employee
Sam Cole	Business/Community
Jeana Crenshaw	Business/Community
Marshanna Henck	Parent
Sue Karcher	Business/Community
Morgan Cushman	Student
Buddy Crews	Business/Community
Mike Brecheen	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

During the second SAC meeting of each school year, the previous School Improvement Plan and data are evaluated and noted in SAC Meeting Minutes.

Development of this school improvement plan

The SAC committee is a major stakeholder in all events that pertain to Fort White High. Members of the SAC participated in the writing and development of the SIP. All members receive a copy of the School Improvement Plan for final approval.

Preparation of the school's annual budget and plan

The school budget is presented to the SAC membership to inform monetary decision making for funding requests.

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

- Middle School Planners- \$435.46
- Travel for State Science and Engineering Fair- \$250.00
- Gizmo Online Renewal for Teacher and Students- \$1,598.00
- SAC Folders for Members- \$7.30
- Class Set of Graphing Calculators- \$649.95

TI Tech NSpire Navigation License for Teacher- \$400.00
Total Expenditures: \$3,340.71

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
Keen, Mary	Assistant Principal
Couey, Keith	Assistant Principal
Duval, Jay	Assistant Principal
Clark, Cindy	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

School wide literacy activities are planned within the LLT. It is an expectation of the LLT to lead and support fellow colleagues in making these activities a success for all students. Through these activities it is the goal of the Administration and the LLT to instill in our students the love of reading and the realization that the world is opened to all through print.

Barbara Moore, Instructional Coach, and William Herschleb, Teacher Support Colleague, both serve as LLT members.

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

Teachers are provided common planning time once monthly on Tuesdays from 8:00 am to 8:40 am. During this time, teachers meet within grade level/departments to collaborate on subject area or grade level specific plans, discuss student data, and/or share best practices.

In an attempt to capture the best features of common planning time for professional development, Fort White High school implemented a teacher School Improvement Learning Lab (SILL). SILL is offered in the school media center one day per week after the teacher contract day. The hours of operation are from 3:30 until 5:00 and teachers are paid at the CCSD stipend rate for attending and actively contributing to the work of the session(s). The learning lab is facilitated by one or more Teacher Support Colleagues (TSC), instructional coaches, or administrators. Facilitators under contract as teachers will be provided a stipend.

Teachers will also participate in professional development and collaborative activities during District identified professional development days.

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

- *Orientation for new teachers with principal, peer teachers, and support staff
- *Regular meetings of new teachers with the principal/designee
- *New teachers are assigned peer-teachers
- *Professional Development for new teachers-School/NEFEC/County/State/Online
- *Partnership with FL Gateway Community College/ST Leo University
- *UF Teacher Recruitment (job fair)
- *TIF Grant

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

- *New teachers are assigned to peer teachers with a comparable subject area certification
 - *County and school administration provide in-service/support
 - *Instructional Coach/Teacher Support Colleague provide in-service/support on an as needed basis
 - *New teachers actively participate in peer observations
- These activities/supports will provide opportunities to grow professionally and further develop effective teaching strategies/skills and promote professionalism.

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

Lesson plans reflect alignment of instruction with Florida Standards. Teachers access CPalms for curriculum standards, FSA-like mini-assessment questions, and sample lessons. Teachers develop nine-week, benchmark-specific assessments as progress monitoring tools.

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

Teachers conduct individual data chats with all students. The following topics are discussed with students:

Absences

Disciplinary referrals

Classroom grade

Previous year's data including gains/losses

Mini assessment data

Needed scores for current year's proficiency

Teachers receive support and participate in additional professional development activities addressing differentiation and preparedness for state assessments.

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: Summer Program

Minutes added to school year: 5,760

The purpose of the Summer Enrichment Program is to provide students continued academic focus throughout the summer. It is designed to engage students academically with a hands-on approach to sustain interests through disguised learning. Students are selected for the program based on end-of-year assessments from Performance Matters. Our focus is aimed at the lower quartile, but will be made available to any students grades 6-8, that wish to attend.

Strategy Rationale

To avoid summer regression and encourage academic engagement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Keen, Mary, keenm@columbiak12.com

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

The STAR Reading and Math Assessments from Renaissance Learning will be given at the beginning and end of the summer enrichment session. Additional math assessment will include: Five minute timed tests in addition, subtraction, multiplication and division. A notebook of all data to be collected will be kept and given to administration.

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

Fort White High School provides the following services to incoming 6th grade students to ensure a seamless transition:

- ~Fort White High School Program Showcase and Career Fair
- ~5th grade parent and student Spring Orientation
- ~Middle School Guidance Counselor visits 5th grade cohort groups at both feeder schools
- ~Inclusion teachers meet with student and parents/guardians prior to transition to 6th grade
- ~5th grade visit and tour of FWHS campus
- ~Open House during Pre-planning
- ~Parent University to address study skills, homework help, and academic resources for students and parents

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

Guidance counselors meet with students each spring to select courses for the upcoming year. Academic worksheets are completed for each student. These worksheets are reviewed each semester to track progress of students. A career center is available for students to explore college and career opportunities. The guidance counselors and testing/scholarship coordinator work

independently with students to research post secondary choices. A scholarship boot camp is held during the fall and spring semesters. During the boot camps, seniors are assisted in completing the FAFSA and college scholarship applications. Local college representatives are available to provide program information. AVID elective classes are implemented in grades 6 through 11 with teachers at all levels incorporating AVID strategies to promote college and career readiness. AVID students participate in college tours and postsecondary preparation activities throughout the year.

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

The offering of all practical arts courses is student driven and is based on the premise of career training with the completion of appropriate nationally recognized certifications and exams. The following programs are available to FWHS students:

- *Health Science - CNA Certification
- *Building and Construction - NCCER Electrical or Carpentry Certification
- *Animal Science, Technical Ag Operations, Vet Assisting - Florida Farm Bureau Agriscience Certification
- *Culinary Arts - ServSafe Certification
- *AV and Arts - ADOBE Certification or Microsoft Office Certification
- *Entrepreneurship - Microsoft Office Certification
- *Engineering Technology - Autodesk Certification
- *DCT

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

CTE and academic teachers collaborate efforts to integrate career and technical education with academic courses. CTE instructors provide contextualized instruction incorporating all core academic areas and partner with core subject areas for many project-based learning activities (i.e., Nutrients for Life Project works collaboratively with science programs).

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

Ft. White High School utilizes a multi-faceted approach to improving student readiness for public post-secondary success. The subsequent programs and opportunities include (but are not limited to):

- Partnerships with various military recruiters (who also act as mentors to upperclassmen)
- Annual college/career expo with representatives from various schools and professional fields
- Guidance department-coordinated college/career boot camp
- Service learning programs (Ag, HOSA, and Science departments); often leading to volunteer and internship positions, if not actual employment
- Teacher-invited guest speakers from various career fields visit related content-area classrooms
- Teachers nominate students to external programs for career exploration (Summer Science Training Program at UF, Future Medical Leadership Council in DC, Florida STEM Scholars)
- Diversified Cooperative Training (Guided Workplace Learning).

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:

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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.** Through strategic planning and implementation of more rigorous and relevant instruction, Fort White High School students will show increased proficiency on state standardized assessments over previous year.

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. Through strategic planning and implementation of more rigorous and relevant instruction, Fort White High School students will show increased proficiency on state standardized assessments over previous year. **1a**

G072804

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0
FSA Mathematics - Achievement	60.0
FAA Writing Proficiency	50.0
FAA Science Proficiency	60.0

Resources Available to Support the Goal **2**

- Web-based curriculum resources
- Seek grants for supplementation of programs - AVID mini grants
- Model classrooms designated with assistance by Instructional Coaches
- Administrative Support/Lead Teachers
- School-wide AVID training
- CPalms Curriculum / Standards / Assessment Trainings
- Instructional Coach/Teacher Support Colleague

Targeted Barriers to Achieving the Goal **3**

- High student absenteeism and tardiness
- Limited ESE teacher and paraprofessional classroom support for inclusion students
- Newly adopted standards and FSA assessments

Plan to Monitor Progress Toward G1. **8**

Data (Student/teacher) will be reviewed to address SIP Goal throughout year

Person Responsible

Keith Couey

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Inclusion monitoring logs, student data, teacher lesson plans, professional development logs (SLL Participation), parent participation in school events, etc.

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. Through strategic planning and implementation of more rigorous and relevant instruction, Fort White High School students will show increased proficiency on state standardized assessments over previous year. **1**

 G072804

G1.B1 High student absenteeism and tardiness **2**

 B189939

G1.B1.S1 Parent Contact School-Wide **4**

 S201347

Strategy Rationale

Parent involvement supports student attendance

Action Step 1 **5**

Teachers will maintain contact with parents throughout year via phone contact, email, and/or parent-teacher conferences.

Person Responsible

Keith Couey

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Phone/contact logs, parent-teacher conference forms, or other contact documentation

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

Mr. Couey will conduct quarterly reviews of phone/contact logs, parent-teacher conference documentation, Parent University/Parent Meeting attendance logs, and other documentation

Person Responsible

Keith Couey

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Phone/contact logs, parent-teacher conference documentation, Parent University/Parent Meeting attendance logs, and other documentation

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

Comparison of student absences from previous school year to present school year.

Person Responsible

Keith Couey

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Reduction in student absences as compared to previous school year.

G1.B1.S2 Excessive Absences- Parent Contact 4

S201348

Strategy Rationale

Parent involvement supports student attendance

Action Step 1 5

Excessive Absences

Person Responsible

Keith Couey

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Absentee report generated by FOCUS

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

Parent contact of students with excessive absences.

Person Responsible

Keith Couey

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Call out log generated by FOCUS system and parent contact logs of teachers.

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

Review of attendance clerk's records and teacher call-out logs.

Person Responsible

Keith Couey

Schedule

On 5/31/2016

Evidence of Completion

Attendance data generated by Focus

G1.B1.S3 Parent Universities-Utilize to address negative impact of absenteeism upon academic success

4

 S201349

Strategy Rationale

Parent involvement supports student attendance

Action Step 1 5

Prepare "Student Success Newsletter" addressing absenteeism and related helpful hints for parents to be distributed during Parent University.

Person Responsible

Mary Keen

Schedule

On 9/9/2015

Evidence of Completion

Copies of Student Success Newsletter by grade level

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

Address absentee policy and importance of regular school attendance

Person Responsible

Mary Keen

Schedule

Semiannually, from 9/10/2015 to 2/19/2016

Evidence of Completion

Parent University agenda, attendance log, parent resources addressing attendance/academic success

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

Review attendance data of participants in Parent University and/or Mandatory Parent Meeting

Person Responsible

Mary Keen

Schedule

Quarterly, from 9/10/2015 to 5/31/2016

Evidence of Completion

Attendance data, academic data

G1.B2 Limited ESE teacher and paraprofessional classroom support for inclusion students 2

 B189940

G1.B2.S1 Add additional Inclusion supports-Inclusion teachers teaching 7th/8th grade mathematics, 6th grade ELA 4

 S201350

Strategy Rationale

To assist in supplying additional Inclusion support in other academic classrooms.

Action Step 1 5

Assign Inclusion teachers to academic classrooms supporting Inclusion students

Person Responsible

Keith Couey

Schedule

Annually, from 8/17/2015 to 5/31/2016

Evidence of Completion

Schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Inclusion students will receive support from paraprofessionals and Inclusion teachers in the classroom setting.

Person Responsible

Keith Couey

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

School schedule and Inclusion monitoring logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review Inclusion monitoring logs and student data

Person Responsible

Keith Couey

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Monitoring logs, student data (PM data, mini-assessment results, academic grades, etc.)

G1.B2.S2 Provide tutor(s) through Title VI monies to support Inclusion students **4**

 S201351

Strategy Rationale

To assist in providing additional academic support to Inclusion students

Action Step 1 **5**

Assist in identifying Inclusion students in need of additional tutoring supports

Person Responsible

Mary Keen

Schedule

On 10/30/2015

Evidence of Completion

Student data (PM assessments, mini-assessments, academic grades, etc.)

Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

Tutor(s) will be assigned to Inclusion students to provide support in ELA and Mathematics mastery

Person Responsible

Mary Keen

Schedule

Monthly, from 10/1/2015 to 4/29/2016

Evidence of Completion

Tutor logs, lesson plans, etc.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 **7**

Review data for students receiving tutoring services

Person Responsible

Mary Keen

Schedule

Monthly, from 10/1/2015 to 4/29/2016

Evidence of Completion

PM Data, STAR Assessment Data, Academic Grades, etc.

G1.B3 Newly adopted standards and FSA assessments **2**

 B189941

G1.B3.S1 Fully understand and implement the newly adopted state standards. **4**

 S201352

Strategy Rationale

The newly adopted standards requires a major transition in teaching and learning.

Action Step 1 **5**

Teachers will participate in professional development related to the newly adopted standards.

Person Responsible

Mary Keen

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Classroom observation and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Classroom Walkthroughs

Person Responsible

Keith Couey

Schedule

Annually, from 8/17/2015 to 5/31/2016

Evidence of Completion

Lesson plans and observation notes.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom observations and lesson plan documentation

Person Responsible

Keith Couey

Schedule

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

Evidence of Completion

Weekly lesson plans and classroom observation notes.

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	Teachers will maintain contact with parents throughout year via phone contact, email, and/or parent-teacher conferences.	Couey, Keith	8/17/2015	Phone/contact logs, parent-teacher conference forms, or other contact documentation	5/31/2016 monthly
G1.B1.S2.A1	Excessive Absences	Couey, Keith	8/17/2015	Absentee report generated by FOCUS	5/31/2016 monthly
G1.B1.S3.A1	Prepare "Student Success Newsletter" addressing absenteeism and related helpful hints for parents to be distributed during Parent University.	Keen, Mary	8/24/2015	Copies of Student Success Newsletter by grade level	9/9/2015 one-time
G1.B2.S1.A1	Assign Inclusion teachers to academic classrooms supporting Inclusion students	Couey, Keith	8/17/2015	Schedule	5/31/2016 annually
G1.B2.S2.A1	Assist in identifying Inclusion students in need of additional tutoring supports	Keen, Mary	9/1/2015	Student data (PM assessments, mini-assessments, academic grades, etc.)	10/30/2015 one-time
G1.B3.S1.A1	Teachers will participate in professional development related to the newly adopted standards.	Keen, Mary	8/17/2015	Classroom observation and lesson plans	5/31/2016 monthly
G1.MA1	Data (Student/teacher) will be reviewed to address SIP Goal throughout year	Couey, Keith	8/17/2015	Inclusion monitoring logs, student data, teacher lesson plans, professional development logs (SLL Participation), parent participation in school events, etc.	5/31/2016 monthly
G1.B1.S1.MA1	Comparison of student absences from previous school year to present school year.	Couey, Keith	8/17/2015	Reduction in student absences as compared to previous school year.	5/31/2016 quarterly
G1.B1.S1.MA1	Mr. Couey will conduct quarterly reviews of phone/contact logs, parent-teacher conference documentation, Parent University/Parent Meeting attendance logs, and other documentation	Couey, Keith	8/17/2015	Phone/contact logs, parent-teacher conference documentation, Parent University/Parent Meeting attendance logs, and other documentation	5/31/2016 quarterly
G1.B2.S1.MA1	Review Inclusion monitoring logs and student data	Couey, Keith	8/17/2015	Monitoring logs, student data (PM data, mini-assessment results, academic grades, etc.)	5/31/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Inclusion students will receive support from paraprofessionals and Inclusion teachers in the classroom setting.	Couey, Keith	8/17/2015	School schedule and Inclusion monitoring logs	5/31/2016 monthly
G1.B3.S1.MA1	Classroom observations and lesson plan documentation	Couey, Keith	8/31/2015	Weekly lesson plans and classroom observation notes.	5/31/2016 monthly
G1.B3.S1.MA1	Classroom Walkthroughs	Couey, Keith	8/17/2015	Lesson plans and observation notes.	5/31/2016 annually
G1.B1.S2.MA1	Review of attendance clerk's records and teacher call-out logs.	Couey, Keith	8/17/2015	Attendance data generated by Focus	5/31/2016 one-time
G1.B1.S2.MA1	Parent contact of students with excessive absences.	Couey, Keith	8/17/2015	Call out log generated by FOCUS system and parent contact logs of teachers.	5/31/2016 monthly
G1.B2.S2.MA1	Review data for students receiving tutoring services	Keen, Mary	10/1/2015	PM Data, STAR Assessment Data, Academic Grades, etc.	4/29/2016 monthly
G1.B2.S2.MA1	Tutor(s) will be assigned to Inclusion students to provide support in ELA and Mathematics mastery	Keen, Mary	10/1/2015	Tutor logs, lesson plans, etc.	4/29/2016 monthly
G1.B1.S3.MA1	Review attendance data of participants in Parent University and/or Mandatory Parent Meeting	Keen, Mary	9/10/2015	Attendance data, academic data	5/31/2016 quarterly
G1.B1.S3.MA1	Address absentee policy and importance of regular school attendance	Keen, Mary	9/10/2015	Parent University agenda, attendance log, parent resources addressing attendance/academic success	2/19/2016 semiannually

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. Through strategic planning and implementation of more rigorous and relevant instruction, Fort White High School students will show increased proficiency on state standardized assessments over previous year.

G1.B3 Newly adopted standards and FSA assessments

G1.B3.S1 Fully understand and implement the newly adopted state standards.

PD Opportunity 1

Teachers will participate in professional development related to the newly adopted standards.

Facilitator

Instructional Coaches/TSCs and other qualified personnel

Participants

FWHS faculty/staff

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Teachers will maintain contact with parents throughout year via phone contact, email, and/or parent-teacher conferences.				\$0.00
2	G1.B1.S2.A1	Excessive Absences				\$0.00
3	G1.B1.S3.A1	Prepare "Student Success Newsletter" addressing absenteeism and related helpful hints for parents to be distributed during Parent University.				\$0.00
4	G1.B2.S1.A1	Assign Inclusion teachers to academic classrooms supporting Inclusion students				\$0.00
5	G1.B2.S2.A1	Assist in identifying Inclusion students in need of additional tutoring supports				\$0.00
6	G1.B3.S1.A1	Teachers will participate in professional development related to the newly adopted standards.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other Federal		\$5,000.00
			<i>Notes: SEEC/TIF federal grant</i>			
					Total:	\$5,000.00