

Columbia County School District

Fort White Elementary School



2017-18 Schoolwide Improvement Plan

Fort White Elementary School

18119 SW STATE ROAD 47, Fort White, FL 32038

<http://fwes.columbiak12.com/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	B*	C

**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 11/28/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Fort White Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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, which 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, MTSS 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.

b. 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, students are monitored as they move to classrooms or the lunchroom for breakfast. 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.

c. 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 which discourages misbehavior. 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.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 MTSS, 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	27	22	20	12	21	20	0	0	0	0	0	0	0	122
One or more suspensions	1	2	3	4	9	3	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	7	6	5	5	4	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	3	21	19	0	0	0	0	0	0	0	43

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	2	2	4	8	8	0	0	0	0	0	0	0	24

c. 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 MTSS 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 Study Island Science. i-Ready and CPALMS (MFAS for Math). Additionally, our VPK-2 Homeroom Teachers are continuing the Language Acquisition program. This is a research based program using the latest data regarding student readiness for school. In addition to remediation taking place throughout the regular classrooms and in conjunction with an MTSS plan, we are continuing with the Math intervention teacher who works with students in 3rd - 5th grade. She also coordinates Special Area and Resource Teachers, who go into specific grade levels for 30 minutes each morning and/or throughout the day for math support. The Resource Teachers also provide small group remediation for ELA in grades 3 - 5. Additional tutoring takes place throughout the day for grades K - 2 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/457811>.

2. Description

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

2. 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 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lashley, Tom	Principal
Hubbell, Deborah	Instructional Coach
Tuell, Vickie	School Counselor
Peach, Ashley	Other
Summers, Susan	Assistant Principal
Barnett, Carol	Other

b. Duties

1. 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.

Carol Barnett, Curriculum Resource Teacher- assists the principal in overseeing the MTSS and SIP initiatives; Co-chairman of the MTSS team, Chairperson of SAC; assists in providing support for teachers through curriculum, intervention and MTSS 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 team; assists teachers with student concerns to include counseling, 504 or MTSS 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 team meetings, including intervention development for struggling students.

2. 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 15 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 qualify 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Carol Barnett	Teacher
Paul Crawford	Business/Community
Delan Etheridge	Teacher
Thomas Lashley	Principal
Diane Avery	Teacher
Geraldine Minter	Parent
Elizabeth Thomason	Parent
Erica Boyd	Parent
Tiffany Browning	Parent
Whitney Bussey	Parent
Heather Cooley	Parent
Vanessa Chesnut	Parent
Renee Deese	Parent
Delan Etheridge	Teacher
Denise Garcia	Education Support Employee
Dr. Marilyn Gasset	Teacher
Emily Hinson	Education Support Employee
Dr. Annette Joseph	Education Support Employee
Corian Menolasino	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

2016 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 the same as FCAT15/16 of our 5th graders that scored level 3 or higher.

A summary of the end-of-the-year progress monitoring is as follows:

Kindergarten Math: 86% APC (average percent correct)
Grade 1: Math: 78% APC Reading: 79% APC
Grade 2: Math: 78% APC Reading: 77% APC
Grade 3: Math: 53% APC Reading: 59% APC
Grade 4: Math: 62% APC Reading 70% APC
Grade 5: Math: 50% APC Reading 63% APC Science: 53% APC

Below is an evaluation of the 2014-2015 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: 60%
African American Students- Target: 60%, Actual: 44%
Hispanic Students- Target: 79%, Actual: 63 %
White Students- Target: 77%, Actual: 62%
Students with Disabilities- Target: 48%, Actual: 25%
Economically Advantaged Students- Target: 72%, Actual: 53%

FSA 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: 64%
African American Students- Target: 47%, Actual: 47%
Hispanic Students- Target: 49%, Actual: 50%
White Students- Target: 71%, Actual: 69%
Students with Disabilities- Target: 46%, Actual: 35%
Economically Advantaged Students- Target: 63%, Actual: 60%

FSA 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%

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lashley, Tom	Principal
Summers, Susan	Assistant Principal
Hubbell, Deborah	Instructional Coach
Peach, Ashley	Instructional Media
Tuell, Vickie	School Counselor
Johnson, Kimberly	Teacher, K-12
Barnett, Carol	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 those 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 i-ready, as well as ThinkCentral linked tests to Go Math.

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.

2. 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.

3. 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. 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 training's and exams. Mentors are chosen based on their experience which enables them to support the new teachers in their various job responsibilities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. The school continues to use CPALMS and Math Formative Assessment Systems, in order to align school level formative assessments with the new testing platform and new standards. I-ready 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.

b. Instructional Strategies

1. 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 i- Ready 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 third, fourth and fifth grade math teachers to offer remediation to students. This intervention teacher also coordinates the activities for the Special Area teachers each morning as they conduct remediation for students in grades 3-5. Additionally, we use the MTSS 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.

2. 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.

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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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. Three 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 kindergartners coming from an adjacent VPK program, one of our kindergarten teachers 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 Fort White Middle School. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

N/A

B. 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.

N/A

C. Strategic Goals

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G096406

Targets Supported 1b

Indicator	Annual Target
Math Gains	60.0
Math Lowest 25% Gains	55.0
FSA ELA Achievement	65.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- The speed of necessary change with limited resources and funding for the bottom quartile students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Planning time for all grade levels
- Software to assist with differentiated levels of instruction, including i- Ready, Accelerated Math, Study Island Science, Math Facts in a Flash, Math Seeds and v-Math Live
- Math Intervention Teachers
- CPALMS
- Technology available on campus. (Chromebooks & iPads)
- Reading resource teachers
- STEM lab
- Florida Ready
- LLI kits- Leveled Literacy Intervention PRe-K - 2
- Accelerated Reader
- Junior Great Books
- Language for Learning grades 3 - 5

Plan to Monitor Progress Toward G1. 8

Use 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 10/15/2017 to 5/29/2018

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

G096407

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

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 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.
- Science Stem Lab can be used for a science night
- Technology lab

Plan to Monitor Progress Toward G2. 8

Parent Involvement summaries will be reviewed during SAC meetings

Person Responsible

Carol Barnett

Schedule

Monthly, from 9/1/2017 to 5/31/2018

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**

 G096406

G1.B1 The speed of necessary change with limited resources and funding for the bottom quartile students.

2

 B259410

G1.B1.S1 4 Week Coaching Cycle **4**

 S274762

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 8/31/2017 to 5/30/2018

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

Weekly, from 9/8/2017 to 5/30/2018

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 11/30/2017

Evidence of Completion

Minutes of SBLT meeting

G1.B1.S2 Common Planning 4

S274763

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

Weekly, from 8/17/2017 to 6/3/2018

Evidence of Completion

Weekly meeting notes

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

Review of team meeting minutes

Person Responsible

Carol Barnett

Schedule

Monthly, from 9/8/2016 to 5/31/2017

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 11/30/2016

Evidence of Completion

Minutes of SBLT

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

 S274764

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

Weekly, from 8/31/2017 to 6/3/2018

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

Monthly, from 9/21/2017 to 9/30/2018

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 10/5/2017 to 5/31/2018

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

 S274765

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

Tom Lashley

Schedule

Monthly, from 8/31/2017 to 5/31/2018

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 9/8/2016 to 5/31/2017

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 9/8/2016 to 5/31/2017

Evidence of Completion

Minutes of SBLT meeting

G1.B1.S5 Reading Intervention program coordinated and implemented by Resource Teachers that oversee remediation daily in grades 3 - 5. 4

 S274766

Strategy Rationale

Analysis of data sources from the previous school year indicated that we have not made gains in our bottom quartile students to the degree that we would like to, even with the other interventions in place. Read 180 had previously been used with success for many years, but does not seem to be aligned to the new standards and FSA test, so we brought in Florida Ready Program and a Leveled Literacy Program, and organized a small group schedule for our Intervention Teachers to follow, based on data as it develops during the year, as measured by formative and Progress Monitoring Assessments.

Action Step 1 5

Lower quartile students grades 3 - 5 getting daily reading remediation.

Person Responsible

Tom Lashley

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Attendance Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Person Responsible

Schedule

Evidence of Completion

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

G096407

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

B259411

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

S274767

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

Carol Barnett

Schedule

On 9/11/2018

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Carol Barnett

Schedule

Monthly, from 9/8/2017 to 5/31/2018

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

On 10/7/2017

Evidence of Completion

email

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

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

Person Responsible

Carol Barnett

Schedule

Monthly, from 9/21/2017 to 5/31/2018

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

Carol Barnett

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

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

S274768

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 2015-2016 school year were ones where classroom teachers played a more active role.

Action Step 1 5

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

Person Responsible

Tom Lashley

Schedule

On 10/31/2018

Evidence of Completion

Faculty Meeting Agenda & Notes, grade level meeting and 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 10/31/2017

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

Carol Barnett

Schedule

On 5/31/2018

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 activities which provide parents more opportunities to participate in hands-on activities with their kids or where students display or present their work. 4

 S274769

Strategy Rationale

The highest attended parent involvement activities have been Family Reading Nights, Literacy night Treasure Hunt 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

Carol Barnett

Schedule

Semiannually, from 10/1/2017 to 5/31/2018

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

Carol Barnett

Schedule

Quarterly, from 9/21/2017 to 5/31/2018

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 10/1/2017 to 5/31/2018

Evidence of Completion

Minutes of SBLT meetings

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S5.MA1 M396669	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.MA1 M396663	Meeting of SBLT to discuss coaching cycle	Lashley, Tom	11/2/2016	Minutes of SBLT	11/30/2016 one-time
G1.B1.S2.MA1 M396664	Review of team meeting minutes	Barnett, Carol	9/8/2016	Minutes & Sign-in sheets from team meeting	5/31/2017 monthly
G1.B1.S4.MA1 M396667	Meeting of SBLT to discuss math intervention	Lashley, Tom	9/8/2016	Minutes of SBLT meeting	5/31/2017 monthly
G1.B1.S4.MA1 M396668	Review of schedule and groups; update SBLT on progress	Hubbell, Deborah	9/8/2016	Minutes of SBLT meetings	5/31/2017 monthly
G2.B1.S1.MA1 M396672	emails will be exchanged to determine dates surveys were sent out and overall results of survey	Lashley, Tom	9/14/2017	email	10/7/2017 one-time
G2.B1.S2.MA1 M396675	Discuss parent nights with faculty and establish parent night guidelines	Lashley, Tom	10/6/2017	Faculty meeting notes will reflect the discussion with faculty; parent night guidelines will be established and shared.	10/31/2017 one-time
G1.B1.S1.MA1 M396661	Meeting of SBLT to discuss Coaching Cycle	Lashley, Tom	11/2/2017	Minutes of SBLT meeting	11/30/2017 one-time
G1.MA1 M396670	Use data from state assessments, Performance Matters assessments, and formative assessments...	Lashley, Tom	10/15/2017	Assessment data from Performance Matters, formative assessments and state assessments.	5/29/2018 monthly
G1.B1.S1.MA1 M396662	Attendance at meetings	Hubbell, Deborah	9/8/2017	Sign-in sheets, minutes from meetings	5/30/2018 weekly
G1.B1.S1.A1 A368877	Monthly implementation of Coaching Cycle	Lashley, Tom	8/31/2017	Scheduled on school & district calendar, agendas for weekly meetings established	5/30/2018 weekly
G2.MA1 M396678	Parent Involvement summaries will be reviewed during SAC meetings	Barnett, Carol	9/1/2017	SAC minutes	5/31/2018 monthly
G2.B1.S1.MA1 M396671	SAC will discuss parent involvement activities to determine effectiveness	Barnett, Carol	9/1/2017	Scheduling of activities and parent sign-in sheets will be collected and monitored throughout the school year.	5/31/2018 quarterly
G2.B1.S1.MA3 M396673	Parent Involvement opportunities and communication will be discussed at SAC meetings to determine...	Barnett, Carol	9/21/2017	SAC minutes	5/31/2018 monthly
G2.B1.S1.A2 A368883	Ensure parents are aware of parent involvement opportunities and campus activities through school...	Barnett, Carol	9/8/2017	Copies of newsletters, fliers and phone messages	5/31/2018 monthly
G2.B1.S2.MA1 M396674	Event documentation (sign-in sheets, fliers) will be collected.	Barnett, Carol	9/1/2017	Sign-in sheets and fliers will be collected and event evaluations will be reviewed to determine effectiveness.	5/31/2018 one-time
G1.B1.S3.MA1 M396665	Meeting of SBLT to discuss areas of need in relation to professional development & current progress	Lashley, Tom	10/5/2017	Minutes of SLBT meeting	5/31/2018 monthly
G2.B1.S3.MA1 M396676	Discussion of campus activities during SBLT meetings	Lashley, Tom	10/1/2017	Minutes of SBLT meetings	5/31/2018 semiannually
G2.B1.S3.MA1 M396677	Discussion of parent involvement opportunities during SAC meetings	Barnett, Carol	9/21/2017	SAC minutes	5/31/2018 quarterly

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Fort White Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.A1 A368885	Plan and implement a minimum of 2 parent involvement opportunities during the school year which...	Barnett, Carol	10/1/2017	Event fliers, sign-in sheets documenting activity	5/31/2018 semiannually
G1.B1.S4.A1 A368880	Establish remediation schedule, analyzing the most current data throughout the year to determine...	Lashley, Tom	8/31/2017	Schedule, listing of students within groups, updated throughout the year	5/31/2018 monthly
G1.B1.S5.A1 A368881	Lower quartile students grades 3 - 5 getting daily reading remediation.	Lashley, Tom	9/5/2017	Attendance Sheets	5/31/2018 monthly
G1.B1.S2.A1 A368878	Participate in Common Planning Time with grade levels, with specific discussions concerning...	Lashley, Tom	8/17/2017	Weekly meeting notes	6/3/2018 weekly
G1.B1.S3.A1 A368879	Determine schedule for and complete administrative walkthroughs	Lashley, Tom	8/31/2017	Informal and Formal walk-through forms	6/3/2018 weekly
G2.B1.S1.A1 A368882	Develop and conduct a survey of parents to determine specific needs and barriers; address needs in...	Barnett, Carol	9/8/2017	Survey developed, conducted, and results compiled and addressed in PIP.	9/11/2018 one-time
G1.B1.S3.MA1 M396666	Email reminder	Summers, Susan	9/21/2017	Email	9/30/2018 monthly
G2.B1.S2.A1 A368884	Plan parent night activities with the assistance of classroom and support teachers.	Lashley, Tom	10/6/2017	Faculty Meeting Agenda & Notes, grade level meeting and notes	10/31/2018 one-time

V. 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 with limited resources and funding for the bottom quartile students.

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 8/31/2017 to 5/30/2018

G1.B1.S3 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

Weekly, from 8/31/2017 to 6/3/2018

VI. 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 with limited resources and funding for the bottom quartile students.

G1.B1.S2 Common Planning

TA 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

Thomas Lashley

Participants

SBLT & teachers

Schedule

Weekly, from 8/17/2017 to 6/3/2018

VII. Budget

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.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0121 - Fort White Elementary School	Title I, Part A		\$0.00
<i>Notes: Supplemental instructional materials required for effective differentiation for students of all achievement levels.</i>						
3	G1.B1.S3.A1	Determine schedule for and complete administrative walkthroughs				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0121 - Fort White Elementary School	Title I, Part A		\$0.00
<i>Notes: Purchase of Bloomboard</i>						
4	G1.B1.S4.A1	Establish remediation schedule, analyzing the most current data throughout the year to determine student placement within groups.				\$0.00

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Fort White Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			0121 - Fort White Elementary School	Title I, Part A		\$0.00	
<i>Notes: Materials for math remediation activities</i>							
5	G1.B1.S5.A1	Lower quartile students grades 3 - 5 getting daily reading remediation.					\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	1000		0121 - Fort White Elementary School	School Improvement Funds		\$1,600.00	
<i>Notes: provide materials for lower quartile remediation.</i>							
6	G2.B1.S1.A1	Develop and conduct a survey of parents to determine specific needs and barriers; address needs in PIP					\$0.00
7	G2.B1.S1.A2	Ensure parents are aware of parent involvement opportunities and campus activities through school newsletter, event fliers, and School Messenger phone system.					\$0.00
8	G2.B1.S2.A1	Plan parent night activities with the assistance of classroom and support teachers.					\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			0121 - Fort White Elementary School	School Improvement Funds		\$2,500.00	
<i>Notes: Speaker for bullying prevention,</i>							
9	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:						\$4,100.00	