

Columbia County School District

Fort White High School



2017-18 Schoolwide Improvement Plan

Fort White High School

17828 SW STATE ROAD 47, Fort White, FL 32038

<http://fwhs.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)
High School 6-12	No	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	C	C*	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 High 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.

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.

b. 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.

2. School Environment

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

An orientation/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, College and Career Readiness Academy Family Night).

b. 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 resource officers and two security guards to help ensure student safety and they also act as mentors for students. School Resource Officers also provide training and workshops addressing bullying and cyber-bullying for students.

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.

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. Middle school teachers also employ components of the CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) program as a management tool.

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.

Guidance counselors are available for all students to discuss educational and emotional needs. Mentoring programs are established through BARR Program, STEM TIPS, Student Government Association, Take Stock in Children, CCRA (College and Career Readiness Academy), and athletics. Other programs are available as needed, such as the school district pregnancy resource teacher, community volunteer mentors, and an on-campus Meridian counselor.

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.

Fort White High School maintains a database identifying EWS indicators for students and reviews regularly. Core teachers regularly participate in "Data Chats" with students. Data chats address 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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	12	22	31	52	22	17	5	161
Level 1 on statewide assessment	0	0	0	0	0	0	60	49	74	47	107	0	0	337
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. 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 or 2 on Florida's statewide assessments receive individualized and small group instruction through services of a part-time tutor provided through Title VI funds.
- ~Morning tutorials are provided weekly for all students wishing additional assistance in academics.

~Paraprofessional on staff to provide support in the middle school Language Arts classrooms. Students in grades 9, 11, and 12 who have not passed the Reading FSA are placed in a Research or Critical Thinking (Reading Intervention) course.

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?

No

1. PFEP Link

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

2. Description

Fort White High School facilitates two-way positive communication between parents and faculty through: emails, phone calls, newsletters, quarterly progress reports, report cards, conferences, Open House, SAC involvement, Facebook, school website, 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, CCRA Family Night, and an Alumni homecoming dinner.

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.

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 gathering, and Shiloh Baptist Church (student performance venue). Fort White High School also encourages community members and stakeholders to serve on its School Advisory Council.

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
Couey, Keith	Principal
Clark, Cindy	Assistant Principal
Duval, Jay	Assistant Principal
Giddens, Anthony	Assistant Principal

b. Duties

1. 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 RtI (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.

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.

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. Mr. Keith Couey, Principal, is responsible for coordinating SBLT activities.

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 II also supports salaries for instructional coaches and teacher support colleagues.

~Title I (Part C Migrant): Students are identified and referred to the North Florida Migrant Center in Alachua county. Services include summer enrichment, 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 a minimum of two (2) part-time tutors for Intensive Reading and Credit Recovery programs and provides salaries for summer enrichment (i.e., Algebra Boot Camp), Study Island and Achieve 3000.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Keith Couey	Principal
Cindy Clark	Teacher
John Gherna	Teacher
Donnell Sanders	Business/Community
Peggy Amaya	Teacher
Jeana Crenshaw	Business/Community
Jolene Bullard	Parent
June Green	Business/Community
Jackie Britt	Teacher
Amy Grunder	Business/Community
Dylan Cason	Student

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

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

b. 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 development of the SIP. All members receive a copy of the School Improvement Plan for final approval.

c. Preparation of the school's annual budget and plan

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

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

Middle School and AVID Planners- \$1,895.28
Support of FWHS Parkership Program- \$3,000.00
Scholastic Action Magazine Subscription (Richardson)- \$247.23
Travel Expenses to State Science Fair (2 Students)- \$500.00

Total Expenditures: \$5,642.51

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
Clark, Cindy	Assistant Principal
Couey, Keith	Assistant Principal
Duval, Jay	Assistant Principal
Giberti, Joey	School Counselor
Giddens, Anthony	Assistant Principal

b. Duties

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

Fort White High School's Literacy Leadership Team is comprised of a minimum of 8 instructors and support personnel from all subject areas. Barbara Moore, Instructional Coach serves as a LLT member. School wide literacy activities are planned within the LLT. It is an expectation of the LLT to lead and support fellow colleagues in ensuring literacy is embedded in all academic and elective subjects. Through literacy 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.

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.

Teachers are provided common planning time once monthly on Tuesdays from 8:00 am to 8:35 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.

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

2. 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 Florida Gateway College and Saint Leo University
- *UF Teacher Recruitment (job fair)
- *TIF Grant

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

- *New teachers are assigned a mentor during the summer months in preparation for the school year
- *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 are encouraged to participate in peer observations

These activities/supports will provide opportunities to grow professionally and further develop effective teaching strategies/skills while promoting professionalism.

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.

Lesson plans reflect alignment of instruction with Florida State Standards. Teachers access CPalms for curriculum standards, FSA-like mini-assessment questions, and sample lessons. They also access Florida State Assessments for Test Specification Manuals and practice tests. Teachers develop pre/post assessments and nine-week, benchmark-specific assessments as progress monitoring tools.

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.

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.

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: Summer Program

Minutes added to school year: 2,640

The purpose of the Algebra Boot Camp is to provide students Algebra 1 remediation for a three week duration. The boot camp was designed to engage students academically utilizing a variety of teaching and learning modalities. Students were given a pre-test and post-test to evaluate learning gains. The Algebra Boot Camp was available to any student who did not successfully pass the Algebra 1 EOC. The Algebra Boot Camp was funded through Title VI funds.

Strategy Rationale

To avoid summer regression and afford students the opportunity to remediation and successfully pass the Algebra 1 EOC.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Clark, Cindy, clarkc@columbiak12.com

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

A pre-test was administered at the beginning of the session. All Algebra Boot Camp participants took the PERT assessment the last day of boot camp, which served as the post-assessment. During July participants took the Algebra 1 Retake. Approximately 50 % of participants passed either the Algebra 1 EOC, PERT, or both. A notebook of all data was collected and provided to administration. Due to the success of this model, plans are underway for an Algebra Boot Camp to be offered during the summer of 2017.

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.

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 and parent/student orientation during Pre-planning

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.

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 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. College and Career Readiness elective classes are implemented in grades 6 through 8 and grade 12. College tours and postsecondary preparation activities are implemented throughout the year. Fort White High School is also participating in the BARR (Building Assets, Reducing Risks) Program in grades 9-12.

2. 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
- *Applied Engineering Technology - Autodesk Certification
- *Guided Workplace Learning
- *Aviation Academy

3. 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).

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.

Ft. White High School utilizes a multi-faceted approach to improving student readiness for public postsecondary 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 (SGA, FFA, 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).

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.

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.

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.** Through collaborative planning, Fort White High School will increase the number of students achieving industry certifications in CTE programs.

- G2.** Through strategic planning and implementation of more rigorous and relevant instruction, Fort White High School students will show increased proficiency on all state standardized assessments over the 2017-2018 school year.

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. Through collaborative planning, Fort White High School will increase the number of students achieving industry certifications in CTE programs. 1a

G096418

Targets Supported 1b

Indicator	Annual Target
District Grade - Percentage of Points Earned	60.0

Targeted Barriers to Achieving the Goal 3

- Small population of students enrolling in CTE courses.
- Limited opportunities for on-site job training due to rural setting.
- Lack of up-to-date classroom technology

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Support Colleague
-
- Teacher Mini-Grants
- District Staff

Plan to Monitor Progress Toward G1. 8

Evaluations will be reviewed

Person Responsible

Jay Duval

Schedule

Semiannually, from 12/15/2016 to 5/31/2017

Evidence of Completion

Review enrollment of CTE programs.

G2. Through strategic planning and implementation of more rigorous and relevant instruction, Fort White High School students will show increased proficiency on all state standardized assessments over the 2017-2018 school year. 1a

G096419

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	50.0
FSA Science Achievement	60.0
Civics EOC Pass	52.0

Targeted Barriers to Achieving the Goal 3

- High student absenteeism and tardiness
- Available resources for teachers and students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Seek grants for supplementation of programs
- Model classrooms designated with assistance by Instructional Coaches
- Administrative Support/Lead Teachers
- BARR Program
- Chrome Books in Core Classes
- Instructional Coach/Teacher Support Colleague
- Title II Funds
- Title V Funds

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Keith Couey

Schedule

Monthly, from 8/15/2017 to 5/31/2018

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 collaborative planning, Fort White High School will increase the number of students achieving industry certifications in CTE programs. **1**

 G096418

G1.B1 Small population of students enrolling in CTE courses. **2**

 B259468

G1.B1.S1 Promote and increase awareness of available CTE courses and certifications at FWHS annual Educational Fair. **4**

 S274817

Strategy Rationale

If students are aware of course and opportunities they will be more likely to enroll.

Action Step 1 **5**

Provide a minimum of one Educational Fair. Also, promote CTE programs during parent meetings occurring routinely during the school year.

Person Responsible

Cindy Clark

Schedule

Quarterly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Informational flyers, agendas, parent sign-in logs, etc.

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

Review plans and agendas

Person Responsible

Cindy Clark

Schedule

Semiannually, from 9/25/2017 to 5/31/2018

Evidence of Completion

Ed Fair attendance sheet, parent sign-in logs, etc.

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

Review evaluative measures

Person Responsible

Keith Couey

Schedule

Quarterly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Agendas, parent sign-in sheets, evaluation forms, etc.

G1.B1.S2 Invite local professionals to interact with students via classroom visits, Ed Fairs, field trips, and DCT classes. 4

 S274818

Strategy Rationale

Through participation, local professionals will develop a stronger rapport with FWHS and also help teachers and staff to better support their students.

Action Step 1 5

Host a guest speaker in the Media Center at lease once per quarter.

Person Responsible

Cindy Clark

Schedule

Quarterly, from 9/25/2017 to 5/31/2018

Evidence of Completion

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

Increase number of presentations over the previous year.

Person Responsible

Cindy Clark

Schedule

Semiannually, from 9/25/2017 to 5/31/2018

Evidence of Completion

Reviews, sign-in logs, agendas, etc.

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

Student reviews of speaker's presentation.

Person Responsible

Cindy Clark

Schedule

Quarterly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Student's reviews.

G1.B2 Limited opportunities for on-site job training due to rural setting. 2

 B259469

G1.B2.S1 Coordinate transportation for students via carpooling, school buses, and public transportation.

4

 S274819

Strategy Rationale

If students have reliable transportation they will be more likely to enroll in CTE courses.

Action Step 1 5

Establish regular contact with Suwanee Valley Transportation and Columbia County School District Transportation department.

Person Responsible

Jay Duval

Schedule

Quarterly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Meeting logs and notes

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

Keep logs and notes regarding transportation issues.

Person Responsible

Cindy Clark

Schedule

Quarterly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Meeting logs and notes

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

Students utilizing transportation.

Person Responsible

Jay Duval

Schedule

Quarterly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Bus log

G1.B3 Lack of up-to-date classroom technology **2**

 B259470

G1.B3.S1 Use SAC funds to update classroom technology and provide students and teachers tools to increase pass rates on CTE certification test. **4**

 S274820

Strategy Rationale

The work force is rapidly updating and students need up-to-date technology to be competitive.

Action Step 1 **5**

Acquire up-to-date classroom technology.

Person Responsible

Keith Couey

Schedule

Evidence of Completion

Technology installed in classrooms.

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

Work with county tech department to insure CTE classroom have up-to-date technology.

Person Responsible

Keith Couey

Schedule

On 6/1/2018

Evidence of Completion

Visual inspection of classroom technology during administrator classroom walkthroughs.

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

Anecdotal accounts from classroom teachers.

Person Responsible

Keith Couey

Schedule

Semiannually, from 1/1/2018 to 6/1/2018

Evidence of Completion

Teacher anecdotal accounts of technology usage by students in classroom setting.

G2. Through strategic planning and implementation of more rigorous and relevant instruction, Fort White High School students will show increased proficiency on all state standardized assessments over the 2017-2018 school year. 1

G096419

G2.B1 High student absenteeism and tardiness 2

B259471

G2.B1.S1 Parent Contact School-Wide through phone calls, emails, newsletters, syllabi, etc. 4

S274821

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 8/15/2017 to 5/31/2018

Evidence of Completion

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

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

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

Person Responsible

Keith Couey

Schedule

Quarterly, from 8/15/2017 to 5/31/2018

Evidence of Completion

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

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

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

Person Responsible

Keith Couey

Schedule

Quarterly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Reduction in student absences as compared to previous school year.

G2.B1.S2 Excessive Absences- Parent Contact 4

S274822

Strategy Rationale

Parent involvement supports student attendance

Action Step 1 5

Excessive Absences

Person Responsible

Keith Couey

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Absentee report generated by FOCUS

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

Parent contact of students with excessive absences.

Person Responsible

Keith Couey

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

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

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

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

Person Responsible

Keith Couey

Schedule

On 5/31/2018

Evidence of Completion

Attendance data generated by Focus

G2.B2 Available resources for teachers and students. 2

 B259472

G2.B2.S1 Seek grants to supplement classroom needs 4

 S274823

Strategy Rationale

Lack of funding limits available resources in all classrooms.

Action Step 1 5

Assign staff member to oversee grant writing for available resources.

Person Responsible

Keith Couey

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Number of grants awarded

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom Walkthroughs

Person Responsible

Keith Couey

Schedule

Annually, from 8/15/2017 to 5/31/2018

Evidence of Completion

Lesson plans and observation notes.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom observations and lesson plan documentation

Person Responsible

Keith Couey

Schedule

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

Evidence of Completion

Weekly lesson plans and classroom observation notes.

G2.B2.S2 Effectively use Title II and Title V funds to provide resources/programs to effectively implement goal strategies. 4

S274824

Strategy Rationale

Funding will provide additional resources to support student/faculty achievement and growth.

Action Step 1 5

Conduct Algebra I summer boot camp.

Person Responsible

Anthony Giddens

Schedule

Daily, from 6/11/2018 to 6/15/2018

Evidence of Completion

Daily attendance of students at Algebra boot camp

Action Step 2 5

Provide i-Ready for ELA and Math to middle school classrooms.

Person Responsible

Joey Giberti

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Web-based diagnostic results

Action Step 3 5

Provide web-based software such as Accelerated Reader and Study Island to middle school students.

Person Responsible

Anthony Giddens

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student log-in information.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Periodic check of student results.

Person Responsible

Keith Couey

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data collected from web-based programs will be compared to student growth indicators.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Data will be collected and disseminated to teachers.

Person Responsible

Keith Couey

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student growth from start of year to end of year.

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.B3.S1.A1 A368951	Acquire up-to-date classroom technology.	Couey, Keith	11/2/2017	Technology installed in classrooms.	No End Date one-time
G1.MA1 M396788	Evaluations will be reviewed	Duval, Jay	12/15/2016	Review enrollment of CTE programs.	5/31/2017 semiannually
G2.MA1 M396797	Data (Student/teacher) will be reviewed to address SIP Goal throughout year	Couey, Keith	8/15/2017	Inclusion monitoring logs, student data, teacher lesson plans, professional development logs (SLL Participation), parent participation in school events, etc.	5/31/2018 monthly
G1.B1.S1.MA1 M396780	Review evaluative measures	Couey, Keith	9/25/2017	Agendas, parent sign-in sheets, evaluation forms, etc.	5/31/2018 quarterly
G1.B1.S1.MA1 M396781	Review plans and agendas	Clark, Cindy	9/25/2017	Ed Fair attendance sheet, parent sign-in logs, etc.	5/31/2018 semiannually
G1.B1.S1.A1 A368948	Provide a minimum of one Educational Fair. Also, promote CTE programs during parent meetings...	Clark, Cindy	9/25/2017	Informational flyers, agendas, parent sign-in logs, etc.	5/31/2018 quarterly
G1.B2.S1.MA1 M396784	Students utilizing transportation.	Duval, Jay	9/25/2017	Bus log	5/31/2018 quarterly
G1.B2.S1.MA1 M396785	Keep logs and notes regarding transportation issues.	Clark, Cindy	9/25/2017	Meeting logs and notes	5/31/2018 quarterly
G1.B2.S1.A1 A368950	Establish regular contact with Suwanee Valley Transportation and Columbia County School District...	Duval, Jay	9/25/2017	Meeting logs and notes	5/31/2018 quarterly
G2.B1.S1.MA1 M396789	Comparison of student absences from previous school year to present school year.	Couey, Keith	8/15/2017	Reduction in student absences as compared to previous school year.	5/31/2018 quarterly
G2.B1.S1.MA1 M396790	Mr. Couey will conduct quarterly reviews of phone/contact logs, parent-teacher conference...	Couey, Keith	8/15/2017	Phone/contact logs, parent-teacher conference documentation, Parent Meeting attendance logs, and other documentation	5/31/2018 quarterly
G2.B1.S1.A1 A368952	Teachers will maintain contact with parents throughout year via phone contact, email, and/or...	Couey, Keith	8/15/2017	Phone/contact logs, parent-teacher conference forms, or other contact documentation	5/31/2018 monthly
G2.B2.S1.MA1 M396793	Classroom observations and lesson plan documentation	Couey, Keith	8/31/2017	Weekly lesson plans and classroom observation notes.	5/31/2018 monthly
G2.B2.S1.MA1 M396794	Classroom Walkthroughs	Couey, Keith	8/15/2017	Lesson plans and observation notes.	5/31/2018 annually
G2.B2.S1.A1 A368954	Assign staff member to oversee grant writing for available resources.	Couey, Keith	8/15/2017	Number of grants awarded	5/31/2018 monthly
G1.B1.S2.MA1 M396782	Student reviews of speaker's presentation.	Clark, Cindy	9/25/2017	Student's reviews.	5/31/2018 quarterly
G1.B1.S2.MA1 M396783	Increase number of presentations over the previous year.	Clark, Cindy	9/25/2017	Reviews, sign-in logs, agendas, etc.	5/31/2018 semiannually
G1.B1.S2.A1 A368949	Host a guest speaker in the Media Center at lease once per quarter.	Clark, Cindy	9/25/2017		5/31/2018 quarterly
G2.B1.S2.MA1 M396791	Review of attendance clerk's records and teacher call-out logs.	Couey, Keith	8/15/2017	Attendance data generated by Focus	5/31/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1  M396792	Parent contact of students with excessive absences.	Couey, Keith	8/15/2017	Call out log generated by FOCUS system and parent contact logs of teachers.	5/31/2018 monthly
G2.B1.S2.A1  A368953	Excessive Absences	Couey, Keith	8/15/2017	Absentee report generated by FOCUS	5/31/2018 monthly
G1.B3.S1.MA1  M396786	Anecdotal accounts from classroom teachers.	Couey, Keith	1/1/2018	Teacher anecdotal accounts of technology usage by students in classroom setting.	6/1/2018 semiannually
G1.B3.S1.MA1  M396787	Work with county tech department to insure CTE classroom have up-to-date technology.	Couey, Keith	8/14/2017	Visual inspection of classroom technology during administrator classroom walkthroughs.	6/1/2018 one-time
G2.B2.S2.MA1  M396795	Data will be collected and disseminated to teachers.	Couey, Keith	8/14/2017	Student growth from start of year to end of year.	6/1/2018 quarterly
G2.B2.S2.MA1  M396796	Periodic check of student results.	Couey, Keith	8/14/2017	Data collected from web-based programs will be compared to student growth indicators.	6/1/2018 quarterly
G2.B2.S2.A2  A368956	Provide i-Ready for ELA and Math to middle school classrooms.	Giberti, Joey	8/21/2017	Web-based diagnostic results	6/1/2018 daily
G2.B2.S2.A3  A368957	Provide web-based software such as Accelerated Reader and Study Island to middle school students.	Giddens, Anthony	8/14/2017	Student log-in information.	6/1/2018 daily
G2.B2.S2.A1  A368955	Conduct Algebra I summer boot camp.	Giddens, Anthony	6/11/2018	Daily attendance of students at Algebra boot camp	6/15/2018 daily

V. Professional Development Opportunities

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

G2. Through strategic planning and implementation of more rigorous and relevant instruction, Fort White High School students will show increased proficiency on all state standardized assessments over the 2017-2018 school year.

G2.B2 Available resources for teachers and students.

G2.B2.S1 Seek grants to supplement classroom needs

PD Opportunity 1

Assign staff member to oversee grant writing for available resources.

Facilitator

Instructional Coaches/TSCs and other qualified personnel

Participants

FWHS faculty/staff

Schedule

Monthly, from 8/15/2017 to 5/31/2018

G2.B2.S2 Effectively use Title II and Title V funds to provide resources/programs to effectively implement goal strategies.

PD Opportunity 1

Provide i-Ready for ELA and Math to middle school classrooms.

Facilitator

i-Ready staff

Participants

ELA and math teachers

Schedule

Daily, from 8/21/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide a minimum of one Educational Fair. Also, promote CTE programs during parent meetings occurring routinely during the school year.				\$0.00
2	G1.B1.S2.A1	Host a guest speaker in the Media Center at lease once per quarter.				\$0.00
3	G1.B2.S1.A1	Establish regular contact with Suwanee Valley Transportation and Columbia County School District Transportation department.				\$0.00
4	G1.B3.S1.A1	Acquire up-to-date classroom technology.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000		0123 - Fort White High School	School Improvement Funds		\$6,000.00
5	G2.B1.S1.A1	Teachers will maintain contact with parents throughout year via phone contact, email, and/or parent-teacher conferences.				\$0.00
6	G2.B1.S2.A1	Excessive Absences				\$0.00
7	G2.B2.S1.A1	Assign staff member to oversee grant writing for available resources.				\$0.00
8	G2.B2.S2.A1	Conduct Algebra I summer boot camp.				\$0.00
9	G2.B2.S2.A2	Provide i-Ready for ELA and Math to middle school classrooms.				\$0.00
10	G2.B2.S2.A3	Provide web-based software such as Accelerated Reader and Study Island to middle school students.				\$0.00
Total:						\$6,000.00