Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Fort White Elementary School

18119 SW STATE ROAD 47
Fort White, FL 32038
386-497-2301
http://www.columbia.k12.fl.us/fortwhiteelem/index.html

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	74%

Alternative/ESE Center	Charter School	Minority Rate
No	No	25%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	B	A	A	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked “N/A” by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP 4

Differentiated Accountability 5

Part I: Current School Status 6

Part II: Expected Improvements 15

Goals Summary 21

Goals Detail 21

Action Plan for Improvement 23

Part III: Coordination and Integration 30

Appendix 1: Professional Development Plan to Support Goals 31

Appendix 2: Budget to Support Goals 33

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Fort White Elementary School

Principal
Wanda Conner

School Advisory Council chair
Judith Johnson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Wanda Conner	Principal
Susan Summers	Assistant Principal
Deborah Hubbell	Instructional Coach
Judith Johnson	Curriculum Resource Teacher
Vickie Tuell	Guidance Counselor

District-Level Information

District
Columbia

Superintendent
Mr. Terry L Huddleston

Date of school board approval of SIP
10/8/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Our SAC committee is comprised of parents, community members, and school staff who are concerned about the education of the children who attend Fort White Elementary. The SAC membership is carefully balanced to represent the racial and ethnic balance of our school. The SAC Chairman is Judith Johnson, who also serves as the Curriculum Resource Teacher for the school. The Vice Chairman is Brenda Boehnlein, a parent who has 2 daughters who attend Fort White Elementary. Our Secretary is Tari McPhearson, a community member who is a retired educator, having taught primary grades at Fort White Elementary for many years.

Involvement of the SAC in the development of the SIP

The SAC was given input into the school improvement plan during the September meeting. After going through the 8 step problem solving process, the faculty developed strategies and an action plan to

address the identified barriers. The goals, strategies, action plan and monitoring components were presented to the SAC for their review, to include changes and approval.

Activities of the SAC for the upcoming school year

Meeting 8 times throughout the year, the SAC gives input to the Parent Involvement activities occurring on campus, reviews the SIP goals and progress, discusses problems and issues on campus, and provides input to the principal and staff members.

Projected use of school improvement funds, including the amount allocated to each project

Believing that every parent needs to have a consistent method of contact with their child's teacher, SAC funds have provided each student at Fort White Elementary with a planner in order to facilitate parent/ teacher communication.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Wanda Conner		
Principal	Years as Administrator: 8	Years at Current School: 19
Credentials	Degrees: BA elementary education; MA elementary education; S Ed educational leadership; Certifications: Elementary Ed (1-6), Principal; ESOL	
Performance Record	2012-2013: School Grade:B. Reading Mastery: 64%, (AMO Target of 73%), Learning Gains in Reading: 63%, Lowest 25% Gains in Reading: 63%. Math Mastery: 62%, (AMO Target of 65%), Learning Gains in Math: 49%, Lowest 25% Gains in Math: 54%. Writing Mastery: 44%. Science Mastery: 60% 2011-2012: School Grade:A. Reading Mastery: 62%, Learning Gains in Reading: 68%, Lowest 25% Gains in Reading: 62%, (AMO Target of 70%). Math Mastery: 65%, Learning Gains in Math: 79%, Lowest 25% Gains in Math: 63%. Writing Mastery: 77%. Science Mastery: 60% 2010-2011: School Grade:A. AYP: 85%. Reading Mastery: 88%, Learning Gains in Reading: 71%, Lowest 25% Gains in Reading: 63%. Math Mastery: 83%, Learning Gains in Math: 57%, Lowest 25% Gains in Math: 53%. Writing Mastery: 76%. Science Mastery: 67%. All subgroups made AYP except SWD and ED students.	

Susan Summers		
Asst Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	Degrees: BS Psychology, Master of Rehabilitation Counseling, PhD Ed Leadership. Certifications: English (5-9), Psychology (6-12), Education Leadership. Endorsements: ESOL, Gifted and Reading.	
Performance Record	2012-2013: School Grade: Pending. Reading Mastery: 55%, (AMO Target of 59%), Lowest 25% Gains in Reading: 55%. Math Mastery: 54%, (AMO Target of 61%), Lowest 25% Gains in Math: 52%. Writing Mastery: 38%. Graduation Rate: 66% 2011-2012: School Grade:A. Reading Mastery: 62%, Learning Gains in Reading: 68%, Lowest 25% Gains in Reading: 62%, (AMO Target of 70%). Math Mastery: 65%, Learning Gains in Math: 79%, Lowest 25% Gains in Math: 63%. Writing Mastery: 77%. Science Mastery: 60% 2010-2011: School Grade: C. AYP: 85%. Reading Mastery: 55%, Learning Gains in Reading: 53%, Lowest 25% Gains in Reading: 56%. Math Mastery: 46%, Learning Gains in Math: 55%, Lowest 25% Gains in Math: 65%. Writing Mastery: 86%. Science Mastery: 29%.	

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Deborah Hubbell		
Full-time / District-based	Years as Coach: 8	Years at Current School: 19
Areas	Reading/Literacy, Mathematics, Science	
Credentials	BA in Elementary Education, MS in Elementary Education, Certified in Elementary Education (1-6), Reading (K-12), Science (Grades 5-9)	
Performance Record	2012-2013: School Grade:B. Reading Mastery: 64%, (AMO Target of 73%), Learning Gains in Reading: 63%, Lowest 25% Gains in Reading: 63%. Math Mastery: 62%, (AMO Target of 65%), Learning Gains in Math: 49%, Lowest 25% Gains in Math: 54%. 2011-2012: School Grade:A. Reading Mastery: 62%, Learning Gains in Reading: 68%, Lowest 25% Gains in Reading: 62%, (AMO Target of 70%). Math Mastery: 65%, Learning Gains in Math: 79%, Lowest 25% Gains in Math: 63%. 2010-2011: School Grade:A. AYP: 85%. Reading Mastery: 88%, Learning Gains in Reading: 71%, Lowest 25% Gains in Reading: 63%. Math Mastery: 83%, Learning Gains in Math: 57%, Lowest 25% Gains in Math: 53%. All subgroups made AYP except SWD and ED students.	

Classroom Teachers

# of classroom teachers
51

 # receiving effective rating or higher
51, 100%

 # Highly Qualified Teachers
82%

 # certified in-field
50, 98%

 # ESOL endorsed
26, 51%

 # reading endorsed
7, 14%

 # with advanced degrees
13, 25%

 # National Board Certified
1, 2%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
24, 47%

 # with 6-14 years of experience
13, 25%

 # with 15 or more years of experience
15, 29%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Our school works closely with the county Human Resources department to recruit highly qualified and effective teachers to our school. 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

There are no teachers in the mentoring program at this time.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

By improving the utilization of the Continuous Improvement Model with Differentiated Instruction and Gradual Release Model, 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. 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Wanda Conner, 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 MTSS team in evaluation of school, grade level and student data.
Deborah Hubbell, Instructional Coach- assists with overseeing MTSS and SIP initiatives; provides additional support for teachers and staff to strengthen both core and remedial instruction; responsible for professional development as needed for SIP initiatives; assists team in evaluation of school, grade level and student data.
Judith Johnson, Curriculum Resource Teacher- assists the principal in overseeing the MTSS and SIP initiatives; Co-chairman of the MTSS/RtI team, Chairperson of SAC; assists in providing support for teachers through curriculum, intervention and RtI initiatives; assists team in evaluating school, grade level and student data;
Vickie Tuell, Guidance Counselor- assists principal in overseeing MTSS and SIP initiatives; Co-chairman of MTSS/ RtI team; assists teachers with student concerns to include counseling, 504 or RtI support and involvement of outside agencies; assists MTSS team in evaluation of school, grade level and student data.
Every team member is actively involved in all MTSS/ RtI team meetings, including intervention development for struggling students.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Systems in place include administrative and SBLT walk-throughs during grade level and intervention instruction and data analysis of school, grade level and student data on a monthly basis.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources include student progress monitoring assessments in Performance Matters, STAR reading, STAR math, quarterly lexile scores for intensive reading intervention, CIM spreadsheets to track student progress on mini-assessments, report card grades and school/district computer systems for attendance and behavior records. Performance Matters provides the school with a method of managing student test scores in an easily-accessible format for teacher and staff analysis.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff and faculty meetings are conducted to review the MTSS process. Monthly grade level meetings occur during which teachers are supported throughout the MTSS process by the school leadership team. Parent conferences are conducted, with the assistance of the guidance counselor if requested,

throughout the MTSS process. Pamplets and/or booklets are also available in the office or provided during conferences for additional parent support.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

ESE teachers and the school leadership team are responsible for monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Karen Blanchard	Kindergarten teacher
Heather Hudson	First grade teacher
Carrie Diane Avery	Second grade teacher
Tassie Martin	Third grade teacher
Carol Barnett	Fourth grade teacher
Seth Adams	Fifth grade teacher
Judith Johnson	Curriculum Resource Teacher
Delan Etheridge	Media Specialist
Wanda Conner	Principal
Dr.Susan Summers	Assistant Principal
Stephanie Willcox	Art teacher
Jo Ragan	ESE teacher
Deborah Hubbell	Instructional Coach

How the school-based LLT functions

The SBLT meets on an on-going basis. Each grade level or area is represented on the team. In September, many meetings took place constructing the School Improvement Plan. After September the team will meet at least monthly; the team will meet more often as needed. The meetings are facilitated by administration with each grade level/area bringing literacy activities to the meeting to share and discuss. Grade level/area representatives bring other academic concerns or needs to the table. School-wide data is discussed. The team brainstorms ideas and/or possible solutions to problems. This time is ideal for vertical articulation issues. In addition, the team plans school-wide activities to motivate and engage students to a higher degree in academics.

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

To facilitate a smooth transition for students entering into kindergarten, we conduct a Kindergarten Orientation each April in order to tell parents about our school and introduce kindergarten teachers along with other key personnel. Vital school information is presented to parents during a slide show and as a packet for them to take home.

Two Kindergarten Registration days are held during the summer. During these dates, a short screening tool is utilized to determine a child's readiness to begin kindergarten. A kindergarten teacher meets with each parent after the screening to review the results. During the screening, additional information about the school is given to parents.

Two VPK classes and 1 PKH classes are conducted on our campus throughout the school year. These parents are invited to all school functions, including parent involvement activities.

In order to aide the transition for kindergarteners coming from an adjacent VPK program, one of our kindergarten meets with parents each spring to present ways to help ensure their child is ready for kindergarten. Kindergarten social and academic skills are presented to parents, as well as tips and ideas on how to help their child gain these skills.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	64%	No	75%
American Indian				
Asian				
Black/African American	56%	37%	No	60%
Hispanic	77%	79%	Yes	79%
White	74%	67%	No	77%
English language learners				
Students with disabilities	42%	33%	No	48%
Economically disadvantaged	69%	60%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	30%	36%
Students scoring at or above Achievement Level 4	98	32%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	112	63%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	46	63%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	44%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	62%	No	69%
American Indian				
Asian				
Black/African American	41%	37%	No	47%
Hispanic	77%	57%	No	79%
White	68%	66%	No	71%
English language learners				
Students with disabilities	40%	36%	No	46%
Economically disadvantaged	59%	57%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	32%	39%
Students scoring at or above Achievement Level 4	82	27%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	86	49%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	54%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	33%	35%
Students scoring at or above Achievement Level 4	30	27%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	18		20
Participation in STEM-related experiences provided for students	627	95%	96%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	143	21%	15%
Students retained, pursuant to s. 1008.25, F.S.	25	4%	3%
Students who are not proficient in reading by third grade	14	14%	9%
Students who receive two or more behavior referrals	22	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	24	4%	3%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The parent involvement targets for Fort White Elementary are aimed at building parents' capacity to help their child increase their academic performance. In order to achieve this goal, we have identified 4 main parent involvement targets: Increase the number of parents utilizing resources in the Parent Resource Center; Offer parents workshops or activities to build capacity of parents to help their children increase their academic performance; Increase the number of parent activities which offer childcare, which will encourage more parent participation; Offer incentive(s) to students if their parent attends parent workshop or activity designed to build capacity to assist their child in reading, math, writing or science.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents utilizing resources in the Parent Resource Center.	5	7%	20%
Offer parents workshops or activities to build capacity of parents to help their children increase their academic performance.	18	24%	30%
Increase the number of parent activities which offer childcare, which will encourage more parent participation.	0	0%	30%
Offer incentive(s) to students if their parent attends parent workshop or activity designed to build capacity to assist their child in reading, math, writing or science.	0	0%	30%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Use Gradual Release Model with consistent grade-level expectations (both horizontally and vertically) to improve student achievement.

G2. Use Continuous Improvement Model to meet individual student needs in order to increase student performance.

Goals Detail

G1. Use Gradual Release Model with consistent grade-level expectations (both horizontally and vertically) to improve student achievement.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- Common Core and Next Generation Sunshine State Standards
- District and school experts on Gradual Release Model and writing instruction
- Virtual field trips through Discovery Ed to enhance student background knowledge.

Targeted Barriers to Achieving the Goal

- Teachers do not effectively use the Gradual Release model during instruction.

Plan to Monitor Progress Toward the Goal

Students will increase reading and writing performance to 75% of students proficient by May, 2014, as measured by monthly reading/ writing assessments from December to May, 2014.

Person or Persons Responsible

SBLT & classroom teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

SBLT minutes, evaluation of student data

G2. Use Continuous Improvement Model to meet individual student needs in order to increase student performance.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Standards mini assessments available in some subject areas--Performance matters, Accelerated Math and curriculum benchmark assessments
- Instructional Coach to assist teachers
- School and District based experts on mini-assessments and differentiated instruction.

Targeted Barriers to Achieving the Goal

- Lack of implementation of Continuous Improvement Model.

Plan to Monitor Progress Toward the Goal

Students will increase math performance to 75% of students proficient, as measured by weekly benchmark assessments from October to May, 2014.

Person or Persons Responsible

Administration, Curriculum Resource Teacher, Grade Level Teachers

Target Dates or Schedule:

monthly

Evidence of Completion:

SBLT meeting minutes, student data

Action Plan for Improvement

Problem Solving Key

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

G1. Use Gradual Release Model with consistent grade-level expectations (both horizontally and vertically) to improve student achievement.

G1.B1 Teachers do not effectively use the Gradual Release model during instruction.

G1.B1.S1 Training/ PLC on Gradual Release Model will be conducted to assist teachers in need of additional support, as identified by grade level meetings, classroom walk-throughs, and observations.

Action Step 1

Plan Gradual Release Model professional development

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

By September 30, 2013

Evidence of Completion

Professional development plan with agenda

Action Step 2

Conduct trainings or PLC on Gradual Release Model to support teachers with implementation.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

By November 8, 2013

Evidence of Completion

Inservice reflections, training agendas and sign-in sheets.

Facilitator:

Instructional Coach

Participants:

Classroom teachers, SBLT

Action Step 3

Select Model Classrooms and establish routines for teachers to observe the Gradual Release Model

Person or Persons Responsible

SBLT

Target Dates or Schedule

By December, 2013, and throughout the year

Evidence of Completion

Documentation of model classroom selection, observations by teachers documented by schedule and follow-up.

Action Step 4

Coach and school level experts will support teachers through implementation and adoption with fidelity of the Gradual Release Model

Person or Persons Responsible

SBLT, Instructional Coach, school level experts

Target Dates or Schedule

November 15, 2013 and throughout the year

Evidence of Completion

GRM observation tool, SBLT minutes, Coach's log, student data.

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

Gradual Release Model: By December 20, 2013, 90% of teachers will be implementing the Gradual Release model independently, 10% will be implementing the model with some support. By May, 2014, 100% will be implementing the model independently without coach support.

Person or Persons Responsible

Administration, Instructional Coach, SBLT

Target Dates or Schedule

Monthly beginning November 8.

Evidence of Completion

GR Observation Tool, Minutes of SBLT Meetings.

Plan to Monitor Effectiveness of G1.B1.S1

Evaluation of monthly reading/ writing assessment: By the end of January, 50% of students proficient, End of March, 65% of students proficient, End of May, 75% of students proficient.

Person or Persons Responsible

SBLT, teachers

Target Dates or Schedule

January - May, 2014

Evidence of Completion

SBLT Minutes, Analyzing of student data from monthly assessments.

G2. Use Continuous Improvement Model to meet individual student needs in order to increase student performance.

G2.B1 Lack of implementation of Continuous Improvement Model.

G2.B1.S1 Develop and implement a Continuous Improvement Model schoolwide.

Action Step 1

Develop a monthly benchmark assessment schedule by grade level for grades K-5.

Person or Persons Responsible

Grade level teachers, CRT

Target Dates or Schedule

Dates for assessment & standards assessed to be determined by the last week of the month for the following month

Evidence of Completion

Assessment Schedule

Action Step 2

Develop or adopt mini-assessments to monitor student progress for grades 2-5.

Person or Persons Responsible

CRT, Instructional Coach, district assessment team

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments, student data

Action Step 3

Develop or adopt a standards mastery documentation instrument for kindergarten and first grade.

Person or Persons Responsible

CRT, kindergarten teachers, Instructional Coach

Target Dates or Schedule

October 4, 2013

Evidence of Completion

Instrument developed and provided to kindergarten teachers.

Action Step 4

Develop record-keeping system to monitor student benchmark assessment data for grades 2-5.

Person or Persons Responsible

CRT

Target Dates or Schedule

October 1, 2013

Evidence of Completion

System developed and provided to teachers in grades 1-5.

Action Step 5

Administer mini-assessments (grades 2-5) or conduct observations (kindergarten & first grade) and record student data.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

test results, record sheet of student data.

Action Step 6

Teachers will utilize data to plan and implement differentiated instruction within classrooms, to be observed during classroom walk throughs

Person or Persons Responsible

Classroom teachers, administration, instructional coach

Target Dates or Schedule

weekly

Evidence of Completion

differentiated instruction documented in lesson plans, evident during walk throughs

Action Step 7

Coach, school and district level experts will support teachers through implementation and adoption with fidelity of the Continuous Improvement Model

Person or Persons Responsible

Instructional Coach, Administration, school and district experts

Target Dates or Schedule

monthly

Evidence of Completion

SBLT minutes, professional development documentation.

Facilitator:

Instructional Coach

Participants:

teachers, as needed.

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

School Based Leadership Team will analyze data to analyze effectiveness and effectiveness of implementation: 90% of teachers implementing Continuous Improvement Model independently by December 20, 10% will be implementing with coach support. By May, 2014, 100% of teacher will be implementing the Continuous Improvement Model independently.

Person or Persons Responsible

Administration, Curriculum Resource Teacher,Instructional Coach, Guidance Counselor

Target Dates or Schedule

October 1 through May, 2014.

Evidence of Completion

Student data records, observations, walk throughs.

Plan to Monitor Effectiveness of G2.B1.S1

Analyzing mini assessment progress monitoring: End of January, 50% of students proficient; End of March, 65% of all students proficient; End of May 75% of all students proficient in the areas of reading, math & science.

Person or Persons Responsible

Administration, Curriculum Resource Teacher, Instructional Coach, grade level teachers

Target Dates or Schedule

Monthly data meetings, October through May, 2014.

Evidence of Completion

SBLT minutes and analyzing of student data.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. There are currently 5 migrant students attending our school.
Title II Professional Development funds are expended in accordance with the District Plan.
Columbia County School District did not quality for Title III funds.
The district receives Title X, Homeless funds to provide resources (including social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
In regards to Violence Prevention Programs, the district has adopted and now implements a district-wide bullying policy as per state statute. Guidance classes include lessons on bullying, conflict resolution and drug abuse. The Crisis Response Team meets twice per year to review school safety procedures to ensure student safety during emergency situations. Law enforcement is also available to assist with emergency situations, including counseling with students.
Free and reduced lunch program is available for all students who qualify.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Use Gradual Release Model with consistent grade-level expectations (both horizontally and vertically) to improve student achievement.

G1.B1 Teachers do not effectively use the Gradual Release model during instruction.

G1.B1.S1 Training/ PLC on Gradual Release Model will be conducted to assist teachers in need of additional support, as identified by grade level meetings, classroom walk-throughs, and observations.

PD Opportunity 1

Conduct trainings or PLC on Gradual Release Model to support teachers with implementation.

Facilitator

Instructional Coach

Participants

Classroom teachers, SBLT

Target Dates or Schedule

By November 8, 2013

Evidence of Completion

Inservice reflections, training agendas and sign-in sheets.

G2. Use Continuous Improvement Model to meet individual student needs in order to increase student performance.

G2.B1 Lack of implementation of Continuous Improvement Model.

G2.B1.S1 Develop and implement a Continuous Improvement Model schoolwide.

PD Opportunity 1

Coach, school and district level experts will support teachers through implementation and adoption with fidelity of the Continuous Improvement Model

Facilitator

Instructional Coach

Participants

teachers, as needed.

Target Dates or Schedule

monthly

Evidence of Completion

SBLT minutes, professional development documentation.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Use Continuous Improvement Model to meet individual student needs in order to increase student performance.	$13,000
	Total	$13,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Other	Total
Title I	$3,000	$10,000	$13,000
Total	$3,000	$10,000	$13,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Use Continuous Improvement Model to meet individual student needs in order to increase student performance.

G2.B1 Lack of implementation of Continuous Improvement Model.

G2.B1.S1 Develop and implement a Continuous Improvement Model schoolwide.

Action Step 2

Develop or adopt mini-assessments to monitor student progress for grades 2-5.

Resource Type

Evidence-Based Materials

Resource

Funds to support the administration of mini-assessments, to include assessments, paper, ink, scan cards.

Funding Source

Title I

Amount Needed

$3,000

Action Step 6

Teachers will utilize data to plan and implement differentiated instruction within classrooms, to be observed during classroom walk throughs

Resource Type

Other

Resource

To include substitutes for data days, paper and ink, software or programs which offer differentiated activites or practice, and classroom materials

Funding Source

Title I

Amount Needed

$10,000