

Columbia County School District

Fort White Elementary School



2020-21 Schoolwide Improvement Plan

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Fort White Elementary School

18119 SW STATE ROAD 47, Fort White, FL 32038

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

Demographics

Principal: Syreeta Jackson Lee

Start Date for this Principal: 9/30/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: C (51%) 2016-17: C (52%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Columbia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Fort White Elementary School

18119 SW STATE ROAD 47, Fort White, FL 32038

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

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SIP Authority

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.

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Through the relentless pursuit of student learning, our highly qualified teachers will provide rigorous standards-based instruction, which will result in academic growth for all students. We are committed to providing the highest quality education for all students by setting high expectations to promote life-long learning. We embrace the partnership between school, home, and community and we are committed to helping our students become part of the global community, to celebrate diversity, and meet the opportunities of the future.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Christie, Michael	Principal	Michael Christie will lead the Fort White Elementary School Leadership Team in striving daily to help foster a culture of learning and acceptance by supporting teachers, students, and families. Each classroom teacher and support staff will provide a rigorous education embedded with intervention supports for students with additional needs. As a Leadership Team, we will also support each other by listening and contributing to all endeavors, creating an empowered decision-making group.
Barnett, Carol	Other	Carol Barnett, Curriculum Resource Teachers serves multiple purposes through working with classroom teachers, resource teachers, paraprofessionals and tutors to provide curricular resources and effective supplemental instructional materials. The CRT is responsible to train in the use of the resources and to help in the implementation of the resources in both whole group and small group instruction. Also, the CRT works with parents and family members in providing resources and training in the use of the resources so that the parent or family member can build their skills in helping their child academically at home. The CRT coordinates the school's Title 1 program, volunteer coordinator and assistant FSA testing coordinator.
Jackson, Syreeta	Assistant Principal	Assists the principal in overseeing the MTSS and SIP initiatives and conducting teacher evaluations. She will also be responsible for school discipline as related to MTSS and the school-wide discipline plan and assist in evaluating school/grade level data.
Huesman, Leanne	Instructional Coach	Work to increase the effectiveness of all teachers through effective evaluation and high quality, personalized professional development. The instructional coach provides job-embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum. Additionally, the instructional coach leads a district-wide initiative that will provide consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes, and other professional learning activities that focus on student needs.
Peach, Ashley	School Counselor	Kelly Sistrunk, Guidance Counselor - assist the principal in overseeing MTSS and SIP initiatives; Chairman of MTSS team, assist teachers with student concerns to include counseling, the involvement of outside agencies; Mignrat contact, assists team in evaluation of school, grade level and student data. Ms. Sistrunk also the testing coordinator for FSA testing.

Demographic Information

Principal start date

Wednesday 9/30/2020, Syreeta Jackson Lee

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

48

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: C (51%) 2016-17: C (52%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	92	113	99	96	104	0	0	0	0	0	0	0	593
Attendance below 90 percent	25	28	35	26	23	28	0	0	0	0	0	0	0	165
One or more suspensions	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Course failure in ELA	0	9	6	13	3	3	0	0	0	0	0	0	0	34
Course failure in Math	0	4	1	9	3	3	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	6	10	5	11	0	0	0	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	11	3	10	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	1	1	3	2	0	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Thursday 10/1/2020

Prior Year - As Reported

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	
Number of students enrolled	97	119	98	119	109	96	0	0	0	0	0	0	0	638
Attendance below 90 percent	35	29	24	18	18	16	0	0	0	0	0	0	0	140
One or more suspensions	2	1	0	5	1	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	10	16	0	0	0	0	0	0	0	32

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	9	3	10	4	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	2	2	1	0	0	0	0	0	0	0	5

Prior Year - Updated

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	
Number of students enrolled	97	119	98	119	109	96	0	0	0	0	0	0	0	638
Attendance below 90 percent	35	29	24	18	18	16	0	0	0	0	0	0	0	140
One or more suspensions	2	1	0	5	1	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	10	16	0	0	0	0	0	0	0	32

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	9	3	10	4	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	2	2	1	0	0	0	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	65%	60%	57%	61%	56%	55%
ELA Learning Gains	57%	60%	58%	51%	58%	57%
ELA Lowest 25th Percentile	64%	67%	53%	36%	55%	52%
Math Achievement	61%	66%	63%	65%	68%	61%
Math Learning Gains	58%	61%	62%	56%	66%	61%
Math Lowest 25th Percentile	49%	50%	51%	45%	62%	51%
Science Achievement	65%	55%	53%	49%	58%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	68%	68%	0%	58%	10%
	2018	57%	58%	-1%	57%	0%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	64%	62%	2%	58%	6%
	2018	59%	56%	3%	56%	3%
Same Grade Comparison		5%				
Cohort Comparison		7%				
05	2019	55%	59%	-4%	56%	-1%
	2018	53%	53%	0%	55%	-2%
Same Grade Comparison		2%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	61%	70%	-9%	62%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	58%	66%	-8%	62%	-4%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	63%	64%	-1%	64%	-1%
	2018	57%	67%	-10%	62%	-5%
Same Grade Comparison		6%				
Cohort Comparison		5%				
05	2019	52%	65%	-13%	60%	-8%
	2018	56%	68%	-12%	61%	-5%
Same Grade Comparison		-4%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	59%	7%	53%	13%
	2018	50%	59%	-9%	55%	-5%
Same Grade Comparison		16%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	51	50	38	51	59	42				
BLK	37	43	60	26	54	50	23				
HSP	67	67		54	44						
MUL	71	73		71	73						
WHT	69	58	63	67	60	46	71				
FRL	60	54	65	53	56	51	59				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	15	5	32	33	32	12				
BLK	39	46	40	36	63	55	18				
HSP	55	85		52	63						
MUL	59	67		50	33		50				
WHT	60	50	35	64	53	43	55				
FRL	53	50	37	55	51	46	49				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	31	30	22	37	43	38	22				
BLK	46	35	36	49	50	58	15				
HSP	65	71		54	40		60				
MUL	60	50		55	40						
WHT	64	52	31	69	61	40	56				
FRL	54	45	33	57	49	42	38				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Growth in the lower performing 25% continues to lag. This is due to the increasing number of limited English speakers as well as migrant students enrolling at FWE.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There were improvements school-wide, thus the improvement in the school's grade.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Fifth-grade math had the greatest performance gap of 13% behind the district and 8% behind the state. The trend has been that FWE math scores fall below district and state performance levels.

Which data component showed the most improvement? What new actions did your school take in this area?

There was a vast improvement in the number of students scoring a Level 1 on the FSA, coming from 113 to 27. Changing the daily way of implementing instruction in each classroom and increasing the rigor in all grades was the greatest contributing factor.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Students with two or more indicators increased from 66 to 123. This could be attributed to the increase in course failures. More specific intervention strategies will continue to take place to help improve this data.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Phonics instruction in all grades
2. Math fact fluency in all grades
3. Strategic vocabulary instruction in all grades
4. Intensive reading instruction in all grades
5. Restorative practices and relationship building

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Parent Involvement

Area of Focus

Description and Rationale: Determining the needs of parents of the current students will allow parent and family engagement activities to better serve our parents to increase student performance.

Measurable Outcome: At the completion of the 2020-2021 school year, 50% of the students in grades 3,4, and 5 will increase proficiency in ELA, Math, and Science by 10%, as compared to the 2018-2019 FSA scores with the implementation of the Parent and Family Engagement Plan.

Person responsible for monitoring outcome: Carol Barnett (barnettc@columbiak12.com)

Evidence-based Strategy: FWES will continue to seek parent and family engagement input from all parents and families, not just a targeted group. There continues to be disparities in educational attainment in the percentage of parents who attended school or class events. Our goal at FWES is to create a family-centered, nurturing school climate where all families and shareholders feel welcomed.

Rationale for Evidence-based Strategy: Parents will also have continuous access to a resource room, where there are study aids, pamphlets, flashcards, hands-on resources for parents and families, and internet access for filling out school-wide and district forms.

Action Steps to Implement

1. Use an evaluation at each function to get immediate feedback on the effectiveness and usefulness of the event
2. Provide a survey at each function for immediate feedback
3. Communicate/ advertise school events via Facebook, newsletters, flyers, school-based website, and marquee.
4. Provide resources and up-to-date material for the parent/ family resource room and events.

Person Responsible Carol Barnett (barnettc@columbiak12.com)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	The students of FWES will show learning gains in each component of the FSA; ELA, Math, and Science.
Description and Rationale:	Continued implementation of standards-aligned instruction, web-based software, research-based supplemental material, evidence-based professional development, coupled with intervention groups will increase student achievement.
Measurable Outcome:	50% of all Level 1 students in grades 3,4, and 5 will show growth in both ELA and Math portions of the FSA. Overall proficiency in ELA and Math will increase by 3%, in each grade level.
Person responsible for monitoring outcome:	Michael Christie (christiem@columbiak12.com)
Evidence-based Strategy:	Differentiation will occur in every classroom at Fort White Elementary School. Intentional small group instruction will help drive individual student achievement, which will, in turn, impact student performance on the FSA.
Rationale for Evidence-based Strategy:	Students will continue to work on their iReady lessons in both ELA and Math, based on the weekly requirements set by the school district. Teachers will use iReady and classroom assessments to help drive small/ intervention groups. Grade level paraprofessionals will push into classrooms for additional small/ intervention group supports.

Action Steps to Implement

1. research-based supplemental materials, evidence-based software, and supplies will be provided
2. evidence-based professional development will be provided for faculty and staff as needed
3. differentiated small group instruction as a daily way of instruction
4. instructional coach will provide classroom support for all beginning teachers and any teacher who show signs of need
5. resource teacher will provide additional differentiated small group supports for specified students

Person Responsible Michael Christie (christiem@columbiak12.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The students in 2E of the Needs Analysis will continue to be monitored closely by teachers and the Leadership Team. Students who are in need of additional interventions may begin the MTSS process. All students will receive small group intervention.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Fort White Elementary School provides ample opportunities for faculty, staff, families, and the community to collaborate. Some of these opportunities include Meet the Teacher, Open House, Title I annual meeting, parent-teacher conferences, parent workshops, SAC, PTO, volunteer opportunities, and community clean-up days. We also provide surveys for parent and community input and involvement. Fort White Elementary also ensures that the social-emotional needs of our students are being met by providing support in multiple ways. Staff, faculty, parents, and outside entities work together positively to motivate, support, and provide interventions and incentives to ensure that students can flourish in the school setting. Faculty and staff model and support positive relationships by providing a nourishing school culture. The emotional safety of each student is addressed by making sure that the school is free of bullying, harassment, and undesired behaviors. Two school-based leadership team members are trained as Bullying Investigators. Through motivational strategies, the students are rewarded and recognized for displaying excellent behavior and having integrity. In addition, Fort White Elementary school provides a variety of activities to advance college and career awareness. The school meets collaborative with parents getting input for activities which include but are not limited to Career days, Robotics, Science Fair, the gifted program, Tropicana Speech contest, Math Bee, Spelling Bee, Brain Bowl, Stem camp and community helpers in VPK. Teachers also provide rigorous instruction in all subjects to prepare students for college and career expectations.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$3,287.48
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$653.23
			<i>Notes: Math flash cards to provide resources to assist parents in building capacity with helping their child academically.</i>			
	6150	519-Technology-Related Supplies	0121 - Fort White Elementary School	Title, I Part A		\$601.75
			<i>Notes: Printer ink to provide communication between the school, teachers and parents.</i>			
	9100	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$2,032.50

			<i>Notes: Materials and supplies to provide the activities for parent and family activities with the intent to increase student data.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$65,174.86
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	360-Rentals	0121 - Fort White Elementary School	Title, I Part A		\$2,800.00
			<i>Notes: Xerox copier</i>			
	5100	369-Technology-Related Rentals	0121 - Fort White Elementary School	Title, I Part A		\$19,570.00
			<i>Notes: i-Ready Site License 687 students</i>			
	5100	369-Technology-Related Rentals	0121 - Fort White Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Voyager - V- math live site license 687 students</i>			
	5100	369-Technology-Related Rentals	0121 - Fort White Elementary School	Title, I Part A		\$6,460.00
			<i>Notes: i-Ready Teacher toolbox- site license for 52 teachers</i>			
	5100	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$7,000.00
			<i>Notes: Curriculum Associates ready LAFS books for language 595 books \$11.05 each plus .90 shipping per book.</i>			
	5100	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$250.00
			<i>Notes: School Specialty- phonic instruction workbooks level 1 37 @5.95 each with shipping of .71 per book.</i>			
	5100	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$750.00
			<i>Notes: Mentoring minds motivation math and ELA workbooks 137@4.95 with shipping at .49 per book</i>			
	5100	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$1,980.15
			<i>Notes: Materials and supplies for student instruction for 44 teachers.</i>			
	5100	519-Technology-Related Supplies	0121 - Fort White Elementary School	Title, I Part A		\$250.00
			<i>Notes: Projector Bulbs @80.00 each free shipping</i>			
	6150	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Transfer funds from 5100 510 to 6150 510 for purchase of student planners to provide two way communication for students, teachers and parents. 769 @2.60. free shipping</i>			
	6400	330-Travel	0121 - Fort White Elementary School	Title, I Part A		\$200.00
			<i>Notes: Travel for CRT and Instructional Coach to attend monthly and district meetings.</i>			
			0121 - Fort White Elementary School	Title V, Part B		\$5,803.76
			<i>Notes: Accelerated Reader</i>			

			0121 - Fort White Elementary School	Title V, Part B		\$1,300.95
			<i>Notes: Study Island site license</i>			
			0121 - Fort White Elementary School	Title V, Part B		\$13,002.00
			<i>Notes: Kagan Professional Deveopment</i>			
			0121 - Fort White Elementary School	Title II		\$1,808.00
			<i>Notes: Data Days</i>			
					Total:	\$68,462.34