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Fort White High School

17828 SW STATE ROAD 47, Fort White, FL 32038

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

Demographics

Principal: Keith Couey

Start Date for this Principal: 5/1/2013

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 6-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 94% |
| 2020-21 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: A (62%) 2017-18: C (53%) 2016-17: C (50%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |

* 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 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) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| High School 6-12 | No | 92% |
| 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 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | A | A | C |

School Board Approval

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

SIP Authority

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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>.

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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|--------------|----------------|--|
| Couey, Keith | Principal | <ul style="list-style-type: none"> - Promote and maintain an educational environment where improving student outcomes is the primary focus. - Provide educational leadership and support in the development and instructional delivery of all curricular programs for the school. - Set high goals and standards of performance for self and others. - Provide comprehensive leadership to the school in the planning and implementation of school improvement initiatives. - Involve the faculty and the School Improvement Team/School Advisory Council (SAC) in decision-making. - Enhance the decision-making capabilities of all school-based personnel. - Function collaboratively with the School Improvement Team/SAC and district office to develop and implement a School Improvement Plan. - Model collaborative planning and shared decision-making with staff, faculty, and the School Improvement Team/SAC. - Establish and balance priorities through effective time management. - Utilize appropriate interpersonal styles that indicate consideration for the feelings and needs of others and that guide individuals or groups toward task/goal accomplishment. - Convey confidence and engender respect through professional appearance and actions. - Demonstrate readiness to make decisions, render judgments, take action, and commit oneself and assume full responsibility for those actions. - Maintain stable performance under pressure and/or opposition. - Establish procedures to monitor and/or regulate processes, tasks, or activities of subordinates and job activities and responsibilities. Take action to monitor the results of delegated assignments or projects. - Encourage continuous personal and professional development for all staff members. - Manage the operation of all activities and functions. - Interview and select qualified personnel to be recommended for employment. - Conduct performance appraisals and make reappointment recommendations for school personnel. - Implement and administer negotiated employee contracts. - Coordinate facility and support service requirements. - Coordinate plant safety and facility inspections. - Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. - Establish and manage student accounting and attendance procedures. - Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. - Direct the establishment of adequate property inventory records and ensure the security of school property. - Coordinate the supervision of all extracurricular programs. - Manage and supervise the school's athletic and student activity programs including the selection of club sponsors and coaches, approve all school-sponsored activities, and maintain a calendar of all school events. - Maintain visibility and accessibility on the school campus. - Attend school-related activities and events. - Supervise and monitor the accurate and timely completion of data collection and |

| Name | Position Title | Job Duties and Responsibilities |
|------------|---------------------|---|
| Duval, Jay | Assistant Principal | <p>reporting requirements. - Perform all other duties as assigned.</p> <p>-Assume responsibility of the school when the principal is absent from the campus. -Develop and implement the school's instructional program with assistance from district personnel and provide its articulation among school personnel as assigned by the principal. -Develop, in conjunction with the principal, the master teaching schedule and assign teachers according to identified needs. -Utilize current educational trends in the planning and preparation of the school instructional program. -Interpret and enforce school board policy, state statutes, and federal regulations. -Implement the accreditation program. -Coordinate the selection of textbooks, materials, and equipment. -Manage and administer the testing program for the school. -Facilitate personnel development to assure that the school will realize maximum value from each of its employees through inservice, the Professional Orientation Program, and other professional growth activities. -Facilitate the process of positive communication among students, parents, teachers, and staff in daily interactions. -Provide leadership in the event of a school crisis and/or civil disobedience. -Participate in the school improvement process. -Administer and develop teacher duty rosters for the school. -Provide supervision while maintaining visibility about the campus and classroom. -Establish and administer guidelines for proper student conduct and effective disciplinary procedures and policies. -Interpret and enforce the district's Code of Student Conduct. -Supervise all facets of the registration process. -Supervise and evaluate personnel as assigned by the principal. -Comply with provisions of collective bargaining agreements. -Participate in the interview process in selecting qualified personnel for employment. -Develop and maintain positive school/community relations, and act as a liaison between school and community. -Coordinate the school food service program as it relates to the special needs of the school. -Maintain adequate property inventory records, key control, and security of school property. -Participate in the development of long-range facility needs. -Coordinate plant safety and facility inspections at the school. -Administer the maintenance functions in a manner that ensures maximum life and use of the facility. -Coordinate transportation services. -Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget. -Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials,</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------------------|---------------------|---|
| | | <ul style="list-style-type: none"> equipment, and services. -Administer the attendance policy and procedures. -Coordinate data processing activities. -Provide leadership for, and supervision of, extracurricular activity programs. -Participate in the administration of the school's athletic program. -Coordinate student activity programs, including the selection of club sponsors. -Coordinate school-sponsored activities and maintain a calendar of all school events. -Perform all other duties as assigned. |
| Giddens, Anthony | Assistant Principal | <ul style="list-style-type: none"> -Assume responsibility of the school when the principal is absent from the campus. -Develop and implement the school's instructional program with assistance from district personnel and provide its articulation among school personnel as assigned by the principal. -Develop, in conjunction with the principal, the master teaching schedule and assign teachers according to identified needs. -Utilize current educational trends in the planning and preparation of the school instructional program. -Interpret and enforce school board policy, state statutes, and federal regulations. -Implement the accreditation program. -Coordinate the selection of textbooks, materials, and equipment. -Manage and administer the testing program for the school. -Facilitate personnel development to assure that the school will realize maximum value from each of its employees through inservice, the Professional Orientation Program, and other professional growth activities. -Facilitate the process of positive communication among students, parents, teachers, and staff in daily interactions. -Provide leadership in the event of a school crisis and/or civil disobedience. -Participate in the school improvement process. -Administer and develop teacher duty rosters for the school. -Provide supervision while maintaining visibility about the campus and classroom. -Establish and administer guidelines for proper student conduct and effective disciplinary procedures and policies. -Interpret and enforce the district's Code of Student Conduct. -Supervise all facets of the registration process. -Supervise and evaluate personnel as assigned by the principal. -Comply with provisions of collective bargaining agreements. -Participate in the interview process in selecting qualified personnel for employment. -Develop and maintain positive school/community relations, and act as a liaison between school and community. -Coordinate the school food service program as it relates to the special needs of the school. -Maintain adequate property inventory records, key control, and security of school property. -Participate in the development of long-range facility needs. -Coordinate plant safety and facility inspections at the school. |

| Name | Position Title | Job Duties and Responsibilities |
|------------|---------------------|---|
| | | <ul style="list-style-type: none"> -Administer the maintenance functions in a manner that ensures maximum life and use of the facility. -Coordinate transportation services. -Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget. -Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment, and services. -Administer the attendance policy and procedures. -Coordinate data processing activities. -Provide leadership for, and supervision of, extracurricular activity programs. -Participate in the administration of the school's athletic program. -Coordinate student activity programs, including the selection of club sponsors. -Coordinate school-sponsored activities and maintain a calendar of all school events. -Perform all other duties as assigned. |
| Carter, Ed | Assistant Principal | <ul style="list-style-type: none"> -Assume responsibility of the school when the principal is absent from the campus. -Develop and implement the school's instructional program with assistance from district personnel and provide its articulation among school personnel as assigned by the principal. -Develop, in conjunction with the principal, the master teaching schedule and assign teachers according to identified needs. -Utilize current educational trends in the planning and preparation of the school instructional program. -Interpret and enforce school board policy, state statutes, and federal regulations. -Implement the accreditation program. -Coordinate the selection of textbooks, materials, and equipment. -Manage and administer the testing program for the school. -Facilitate personnel development to assure that the school will realize maximum value from each of its employees through inservice, the Professional Orientation Program, and other professional growth activities. -Facilitate the process of positive communication among students, parents, teachers, and staff in daily interactions. -Provide leadership in the event of a school crisis and/or civil disobedience. -Participate in the school improvement process. -Administer and develop teacher duty rosters for the school. -Provide supervision while maintaining visibility about the campus and classroom. -Establish and administer guidelines for proper student conduct and effective disciplinary procedures and policies. -Interpret and enforce the district's Code of Student Conduct. -Supervise all facets of the registration process. -Supervise and evaluate personnel as assigned by the principal. -Comply with provisions of collective bargaining agreements. -Participate in the interview process in selecting qualified personnel for employment. -Develop and maintain positive school/community relations, and act as a liaison |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <p>between school and community.</p> <ul style="list-style-type: none"> -Coordinate the school food service program as it relates to the special needs of the school. -Maintain adequate property inventory records, key control, and security of school property. -Participate in the development of long-range facility needs. -Coordinate plant safety and facility inspections at the school. -Administer the maintenance functions in a manner that ensures maximum life and use of the facility. -Coordinate transportation services. -Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget. -Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment, and services. -Administer the attendance policy and procedures. -Coordinate data processing activities. -Provide leadership for, and supervision of, extracurricular activity programs. -Participate in the administration of the school's athletic program. -Coordinate student activity programs, including the selection of club sponsors. -Coordinate school-sponsored activities and maintain a calendar of all school events. -Perform all other duties as assigned. |

Demographic Information

Principal start date

Wednesday 5/1/2013, Keith Couey

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.*

2

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.*

1

Total number of teacher positions allocated to the school

69

Total number of students enrolled at the school

1,141

Identify the number of instructional staff who left the school during the 2020-21 school year.

17

Identify the number of instructional staff who joined the school during the 2021-22 school year.

14

Demographic Data

Early Warning Systems

2021-22

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 | 0 | 0 | 0 | 0 | 0 | 0 | 174 | 168 | 192 | 151 | 184 | 160 | 111 | 1140 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 47 | 66 | 43 | 53 | 54 | 31 | 329 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 17 | 18 | 6 | 5 | 9 | 2 | 67 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 15 | 30 | 10 | 30 | 31 | 14 | 144 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 30 | 23 | 11 | 39 | 35 | 18 | 172 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 36 | 60 | 40 | 48 | 34 | 26 | 279 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 44 | 38 | 52 | 34 | 22 | 20 | 16 | 226 |
| Number of students with a substantial reading deficiency | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 20 | 24 | 38 | 23 | 34 | 26 | 11 | 176 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 49 | 40 | 16 | 0 | 0 | 1 | 116 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 19 | 20 | 5 | 7 | 3 | 2 | 62 |

Date this data was collected or last updated

Friday 8/20/2021

2020-21 - 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 | 0 | 0 | 0 | 0 | 0 | 0 | 171 | 174 | 182 | 197 | 163 | 149 | 102 | 1138 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 12 | 22 | 13 | 24 | 19 | 23 | 132 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 27 | 33 | 45 | 19 | 22 | 9 | 173 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 8 | 28 | 11 | 6 | 23 | 15 | 103 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 10 | 14 | 7 | 22 | 23 | 15 | 109 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 18 | 35 | 40 | 25 | 40 | 32 | 213 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 28 | 25 | 32 | 21 | 33 | 12 | 175 |

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 | 0 | 0 | 0 | 0 | 0 | 29 | 26 | 45 | 42 | 30 | 46 | 24 | 242 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 5 | 1 | 1 | 0 | 0 | 2 | 20 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 13 | 8 | 12 | 4 | 5 | 2 | 52 |

2020-21 - 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 | 0 | 0 | 0 | 0 | 0 | 0 | 171 | 174 | 182 | 197 | 163 | 149 | 102 | 1138 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 12 | 22 | 13 | 24 | 19 | 23 | 132 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 27 | 33 | 45 | 19 | 22 | 9 | 173 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 8 | 28 | 11 | 6 | 23 | 15 | 103 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 10 | 14 | 7 | 22 | 23 | 15 | 109 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 18 | 35 | 40 | 25 | 40 | 32 | 213 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 28 | 25 | 32 | 21 | 33 | 12 | 175 |

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 | 0 | 0 | 0 | 0 | 0 | 29 | 26 | 45 | 42 | 30 | 46 | 24 | 242 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 5 | 1 | 1 | 0 | 0 | 2 | 20 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 13 | 8 | 12 | 4 | 5 | 2 | 52 |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 52% | 49% | 56% | 45% | 47% | 56% |
| ELA Learning Gains | | | | 56% | 46% | 51% | 47% | 45% | 53% |
| ELA Lowest 25th Percentile | | | | 47% | 30% | 42% | 41% | 37% | 44% |
| Math Achievement | | | | 59% | 49% | 51% | 50% | 40% | 51% |
| Math Learning Gains | | | | 61% | 47% | 48% | 47% | 42% | 48% |
| Math Lowest 25th Percentile | | | | 54% | 35% | 45% | 38% | 30% | 45% |
| Science Achievement | | | | 67% | 61% | 68% | 58% | 61% | 67% |
| Social Studies Achievement | | | | 75% | 63% | 73% | 73% | 56% | 71% |

Grade Level Data Review - State Assessments

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 |
| 06 | 2021 | | | | | |
| | 2019 | 50% | 57% | -7% | 54% | -4% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 57% | 53% | 4% | 52% | 5% |
| Cohort Comparison | | -50% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 57% | 54% | 3% | 56% | 1% |
| Cohort Comparison | | -57% | | | | |
| 09 | 2021 | | | | | |
| | 2019 | 43% | 47% | -4% | 55% | -12% |
| Cohort Comparison | | -57% | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 39% | 49% | -10% | 53% | -14% |
| Cohort Comparison | | -43% | | | | |

| MATH | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 56% | 69% | -13% | 55% | 1% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 66% | 63% | 3% | 54% | 12% |
| Cohort Comparison | | -56% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 43% | 36% | 7% | 46% | -3% |
| Cohort Comparison | | -66% | | | | |

| SCIENCE | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 59% | 52% | 7% | 48% | 11% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 74% | 63% | 11% | 67% | 7% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 76% | 72% | 4% | 71% | 5% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 69% | 63% | 6% | 70% | -1% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 62% | 64% | -2% | 61% | 1% |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 52% | 50% | 2% | 57% | -5% |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 6-8 iReady

Grade 9-12 District Administered Assessments / Performance Matters

| Grade 6 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 7 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 8 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 9 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 10 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |

| Grade 11 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 12 | | | | | |
|-----------------------|----------------------------|----------------------|------|--------|--------|
| | | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | 0 | 0 | 0 |
| | Economically Disadvantaged | | 0 | 0 | 0 |
| | Students With Disabilities | | 0 | 0 | 0 |
| | English Language Learners | | 0 | 0 | 0 |
| | | | | | |
| | | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | 0 | 0 | 0 |
| | Economically Disadvantaged | | 0 | 0 | 0 |
| | Students With Disabilities | | 0 | 0 | 0 |
| | English Language Learners | | 0 | 0 | 0 |
| | | | | | |
| | | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | | 0 | 0 | 0 |
| | Economically Disadvantaged | | 0 | 0 | 0 |
| | Students With Disabilities | | 0 | 0 | 0 |
| | English Language Learners | | 0 | 0 | 0 |
| | | | | | |
| | | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | | 0 | 0 | 0 |
| | Economically Disadvantaged | | 0 | 0 | 0 |
| | Students With Disabilities | | 0 | 0 | 0 |
| | English Language Learners | | 0 | 0 | 0 |
| | | | | | |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 26 | 25 | 15 | 29 | 29 | 28 | 27 | 45 | | 90 | 5 |
| ELL | 17 | 35 | 36 | 21 | 35 | | | | | | |
| BLK | 28 | 27 | 11 | 32 | 33 | 26 | 59 | 52 | 50 | 100 | 31 |
| HSP | 38 | 45 | 45 | 34 | 28 | 15 | 61 | 57 | | 100 | 50 |
| MUL | 38 | 29 | 17 | 45 | 27 | 10 | 71 | 60 | | | |

| 2021 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 2019-20 | C & C Accel 2019-20 |
| WHT | 53 | 44 | 28 | 49 | 35 | 24 | 62 | 68 | 69 | 95 | 55 |
| FRL | 43 | 40 | 27 | 40 | 31 | 24 | 57 | 57 | 62 | 94 | 46 |
| 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 | 24 | 41 | 36 | 31 | 44 | 45 | 25 | 52 | | 90 | 28 |
| BLK | 36 | 51 | 52 | 39 | 49 | 50 | 30 | 56 | | 100 | 20 |
| HSP | 57 | 64 | 50 | 59 | 65 | 64 | 54 | 80 | | 80 | 50 |
| MUL | 39 | 50 | 44 | 48 | 61 | 64 | 61 | 74 | | | |
| WHT | 54 | 55 | 46 | 63 | 62 | 52 | 72 | 78 | 70 | 92 | 50 |
| FRL | 47 | 53 | 44 | 53 | 58 | 53 | 61 | 70 | 67 | 91 | 42 |
| 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 | 18 | 41 | 38 | 28 | 37 | 34 | 36 | 58 | | 72 | 24 |
| BLK | 25 | 41 | 34 | 25 | 33 | 26 | 33 | 50 | | 71 | 25 |
| HSP | 48 | 46 | 31 | 41 | 43 | 47 | 56 | 64 | | 80 | |
| MUL | 33 | 42 | | 33 | 58 | 46 | 41 | 67 | | | |
| WHT | 49 | 47 | 46 | 55 | 48 | 39 | 64 | 78 | 58 | 81 | 57 |
| FRL | 40 | 44 | 40 | 44 | 43 | 35 | 54 | 69 | 42 | 78 | 53 |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 50 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 36 |
| Total Points Earned for the Federal Index | 594 |
| Total Components for the Federal Index | 12 |
| Percent Tested | 95% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 32 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |

| Students With Disabilities | |
|--|-----|
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 30 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| 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% | |
| 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% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 41 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 46 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 37 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| 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% | |

| White Students | |
|--|----|
| Federal Index - White Students | 53 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 47 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Due to high absenteeism caused by quarantines during the 2020-21 school year all subject areas failed to maintain gains. Student achievement was also reduced.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA scores demonstrate the greatest need for improvement. Scores were experiencing growth, however, the achievement was still low during the 2019 FSA assessment.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Low student attendance during the 2020-21 school year was the primary factor. The FSA achievement scores were projected to be higher before the interruption of the school year.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math and Algebra 1 scores were projected to sustain high growth on the 2019 state assessments and progress monitoring.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Algebra 1 Bootcamp and allocation of Title IV funds for tutoring led to the improvement of scores. Teachers also displayed higher success due to professional development opportunities and forums made available to share best practices. Workshops have been made available post during the 2020-21 school year. Recently, the school was able to make after-school programs available due to lower COVID rates among the student body and staff.

What strategies will need to be implemented in order to accelerate learning?

All programs in effect before the end of the 2019-20 school year will need to be resumed, as well as additional after-school programs to increase student gains.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The district has hosted collaboration opportunities. Further professional development opportunities are being discussed as needed.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Algebra 1 boot camp will be reinstated in the summer.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: The school leadership team will provide feedback with teachers every quarter to ensure that best practices are being followed to maximize the effect of strategies listed in the Areas of Focus listed in the SIP. Leadership will assume ultimate responsibility for the performance of school staff.

Measurable Outcome: Scores in all areas will improve in both state assessments and district progress monitoring. Outcomes in this Area of Focus will align with others identified below.

Monitoring: The leadership team will review data at least once every quarter to ensure that progress monitoring and student achievement align with other Areas of Focus.

Person responsible for monitoring outcome: Keith Couey (coueyk1@columbiak12.com)

Evidence-based Strategy: District-based progress monitoring is designed to predict outcomes of state assessments.

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: FSA ELA scores have been identified as an area of concern and is currently identified as an area of both low achievement and low growth.

Measurable Outcome: A growth rate of 5% across all grades will be achieved on state FSA Exams.

Monitoring: District-administered progress monitoring will be the primary instrument for predicting achievement and growth on the FSA ELA test.

Person responsible for monitoring outcome: Keith Couey (coueyk1@columbiak12.com)

Evidence-based Strategy: District-administered progress monitoring tests will be constantly observed to ensure that they align with state standards.

Rationale for Evidence-based Strategy: Using data acquired from district progress monitoring assessments, teachers and administrators will be able to predict student outcomes. Further student growth can then be tailored for both general and individual student achievement.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: FSA Math and Algebra 1 scores have been identified as an area of concern and are currently identified as an area of both low achievement and low growth.

Measurable Outcome: A growth rate of 8% across all grades will be achieved on both state FSA Math and Algebra 1 assessments.

Monitoring: District-administered progress monitoring will be the primary instrument for predicting achievement and growth on both FSA Math and Algebra 1 assessments.

Person responsible for monitoring outcome: Keith Couey (coueyk1@columbiak12.com)

Evidence-based Strategy: District-administered progress monitoring tests will be constantly observed to ensure that they align with state standards.

Rationale for Evidence-based Strategy: Using data acquired from district progress monitoring assessments, teachers and administrators will be able to predict student outcomes. Further student growth can then be tailored for both general and individual student achievement.

Action Steps to Implement

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Career & Technical Education

| | |
|---|--|
| Area of Focus Description and Rationale: | CC Accel achievement has been identified as an area of concern and is currently identified as an area of both low achievement and low growth. |
| Measurable Outcome: | 90% of students graduating from Fort White High School will obtain at least one industry certification, passing a score on an AP exam, or a passing grade in a dual enrollment class. |
| Monitoring: | All high school students will be enrolled in a course that allows students to earn an industry certification, an AP class, or a dual enrollment class. |
| Person responsible for monitoring outcome: | Keith Couey (coueyk1@columbiak12.com) |
| Evidence-based Strategy: | The more opportunities given to students, the more achievement they will attain. |
| Rationale for Evidence-based Strategy: | If students are given more opportunities to successfully earn a certification, pass an AP exam, or successfully complete a dual enrollment course, they will succeed at a higher rate. |

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

During the 2020-21 school year there was an increase in discipline issues over the previous year. While this is still lower than the state average. It may also be due to the shortened number of in-person school days of the previous year. Stepped suspension for unwanted student behavior, such as the use of vapes, has been shown to reduce the number of instances of use.

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.

Just as in all secondary schools, parent involvement continues to be an issue. FWHS has events such as Open House, ED Fair, and Career Day which allows parents opportunities to become involved in the child's education. Teachers have increased the frequency that they make contact with parents. FOCUS allows for student documentation and the administration has asked for teachers to document parent contact throughout the year.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- Administrators: Provide leadership in the implementation of the school mission. Model community involvement in all areas of the school.
- Teachers: Be the primary coordinator in the implementation of the school mission. Maintain contact among all parties involved
- Support Staff: Assist students and parents based on their job function.
- Parents: Communicate with other stakeholders and advocate on the students behalf.
- Community Leaders: Provide support for students outside the school. Provide guidance to students at school via activities at school
- Students: Approach all problems with the students in mind. Communicate needs to all other stakeholders.

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Leadership: Specific Teacher Feedback | | | | \$14,619.75 |
|--|---|---|--------------------------|------|-------------|-------------|
| Function | Object | Budget Focus | Funding Source | FTE | 2021-22 | |
| 6400 | 130-Other Certified Instructional Personnel | 0123 - Fort White High School | Title II | 15.0 | \$14,619.75 | |
| <i>Notes: Instructional Coach</i> | | | | | | |
| 2 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$2,500.00 |
| Function | Object | Budget Focus | Funding Source | FTE | 2021-22 | |
| 0000 | 500-Materials and Supplies | 0123 - Fort White High School | School Improvement Funds | | \$1,500.00 | |
| <i>Notes: Items to be used by classroom teachers to supplement their lessons</i> | | | | | | |
| 0000 | 519-Technology-Related Supplies | 0123 - Fort White High School | School Improvement Funds | | \$1,000.00 | |
| <i>Notes: Items to be used by classroom teachers to improve access to instructional technology</i> | | | | | | |
| 3 | III.A. | Areas of Focus: Instructional Practice: Math | | | | \$2,500.00 |
| Function | Object | Budget Focus | Funding Source | FTE | 2021-22 | |
| 0000 | 500-Materials and Supplies | 0123 - Fort White High School | School Improvement Funds | | \$1,500.00 | |
| <i>Notes: Items to be used by classroom teachers to supplement their lessons</i> | | | | | | |

| | | | | | | |
|----------|---------------|---|--|--------------------------|---------------|--------------------|
| | 0000 | 519-Technology-Related Supplies | 0123 - Fort White High School | School Improvement Funds | | \$1,000.00 |
| | | | <i>Notes: Items to be used by classroom teachers to improve access to instructional technology</i> | | | |
| 4 | III.A. | Areas of Focus: Instructional Practice: Career & Technical Education | | | | \$2,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 0000 | 500-Materials and Supplies | 0123 - Fort White High School | School Improvement Funds | | \$1,500.00 |
| | | | <i>Notes: Items to be used by classroom teachers to supplement their lessons</i> | | | |
| | 0000 | 519-Technology-Related Supplies | 0123 - Fort White High School | School Improvement Funds | | \$1,000.00 |
| | | | <i>Notes: Items to be used by classroom teachers to improve access to instructional technology</i> | | | |
| | | | | | Total: | \$22,119.75 |