

Columbia County School District

Fort White Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	22
Budget to Support Goals	22

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: 8/25/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: B (60%) 2017-18: C (51%) 2016-17: C (52%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	22

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)	2020-21 Title I School	2020-21 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	29%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

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

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	Position 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.
Jackson, Syreeta	Assistant Principal	Assist the principal in overseeing the MTSS and the 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.
Barnett, Carol	Curriculum Resource Teacher	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.
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; Mignat contact, assists team in evaluation of school, grade level and student data. Ms. Sistrunk also the testing coordinator for FSA testing.
Moseley, Susan	Instructional Media	Media Specialist. Assisting with intervention and implementation of school initiatives.

Demographic Information

Principal start date

Wednesday 8/25/2021, 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.*

4

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

632

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

4

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

3

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	100	98	83	122	80	102	0	0	0	0	0	0	0	585
Attendance below 90 percent	31	28	32	27	18	30	0	0	0	0	0	0	0	166
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	11	6	18	9	6	0	0	0	0	0	0	0	50
Course failure in Math	0	2	2	8	5	8	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	6	11	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	9	11	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	7	6	11	0	0	0	0	0	0	0	24

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	7	5	13	10	12	0	0	0	0	0	0	0	47

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	11	0	9	1	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	2	3	4	0	0	0	0	0	0	0	9

Date this data was collected or last updated

Monday 9/13/2021

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	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

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	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

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				65%	60%	57%	57%	53%	56%
ELA Learning Gains				57%	60%	58%	53%	51%	55%
ELA Lowest 25th Percentile				64%	67%	53%	40%	46%	48%
Math Achievement				61%	66%	63%	59%	67%	62%
Math Learning Gains				58%	61%	62%	53%	63%	59%
Math Lowest 25th Percentile				49%	50%	51%	47%	57%	47%
Science Achievement				65%	55%	53%	50%	57%	55%

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
03	2021					
	2019	68%	68%	0%	58%	10%
Cohort Comparison						
04	2021					
	2019	64%	62%	2%	58%	6%
Cohort Comparison		-68%				
05	2021					
	2019	55%	59%	-4%	56%	-1%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	70%	-9%	62%	-1%
Cohort Comparison						
04	2021					
	2019	63%	64%	-1%	64%	-1%
Cohort Comparison		-61%				
05	2021					
	2019	52%	65%	-13%	60%	-8%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	59%	7%	53%	13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready Diagnostic for ELA and Math as well as Performance Matters Science for 5th grade was used for the data below.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	89/9%	89/16%	89/44%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	89/5%	89/15%	89/41%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	115/26%	115/46%	115/59%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	115/10%	115/34%	115/61%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	94/45%	94/55%	94/73%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	94/7%	94/27%	94/62%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	93/29%	93/45%	93/55%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	93/19%	93/36%	93/62%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	91/34%	91/44%	91/48%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	91/19%	91/42%	91/59%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	91/21%	91/40%	91/34%
	Economically Disadvantaged Students With Disabilities English Language Learners			

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	20	18	27	30	27	10	29				
ELL	15			50							
BLK	32	9		26							
HSP	28			58							
MUL	45			64							
WHT	58	41	47	56	31	27	56				
FRL	51	31	35	51	25	15	42				
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						

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
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				

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	42
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	67
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	45
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

All students are needing intervention in both ELA and math.

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

ELA for 3rd and 5th grades experienced the most significant decline over the past several years.

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

The factors that contributed to this need are the COVID pandemic for the past 3 school years and the number of students that either did not attend traditional, in-person schooling or were quarantined during this time.

Students will need to be able to attend school regularly without being subjected to unnecessary quarantines simply for being exposed.

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

3rd-grade math data showed the most significant improvements.

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

The use of intentional small group instruction.

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

We will use the following evidenced-based practices: the use of learner-focused lesson plans and effective instructional strategies. Teachers will utilize the gradual release model to facilitate classroom instruction, modeling by instructional coach, curriculum resource teacher, and mentor teachers for new hires as well as teachers needing additional support.

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.

We have scheduled several trainings this year in the areas of differentiation, planning, modeling, and coaching. These professional development opportunities will be targeted to build capacity within our school. Additionally, we have scheduled to have math training to support the new standards.

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

Situational specific professional development to target areas of need with, among other things, differentiation.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based upon recent FSA data and iReady ELA data, we have a great number of students who still need remediation in basic reading skills such as fluency, comprehension , and phonics.
Measurable Outcome:	Students at FWES in grades 3, 4, and 5 will increase in overall proficiency by 5% on the ELA FSA. Along those lines, students in grades 3, 4, and 5 will show growth on the ELA FSA assessment.
Monitoring:	Progress towards the intended goal will be monitored by iReady diagnostic assessments and student performance on various classroom assessments.
Person responsible for monitoring outcome:	Michael Christie (christiem@columbiak12.com)
Evidence-based Strategy:	Differentiated Instructional practices will take place in every classroom at FWES in order to ensure that all student needs are being met accordingly.
Rationale for Evidence-based Strategy:	Differentiated Instruction requires that each student is remediated based on their need/ deficiency.

Action Steps to Implement

This will be accomplished by using appropriate research-based instructional books such as phonics for reading, STARS, STAMS, LAFS, Mentoring Minds, LLI and others, iReady toolkit lessons,web-based software, Tutors and supplies will be provided.

Person Responsible Carol Barnett (barnettc@columbiak12.com)

Evidence-based professional development will be provided for faculty and staff as needed.

Person Responsible Michael Christie (christiem@columbiak12.com)

Classroom support for all beginning teachers and any teacher who shows signs of need will be provided on an as-needed basis.

Person Responsible Leanne Huesman (huesmanl@columbiak12.com)

A resource teacher will provide additional differentiated small group support for specified students.

Person Responsible Michael Christie (christiem@columbiak12.com)

#2. 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 2021-2022 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 2020--2021 FSA scores with the implementation of the Parent and Family Engagement Plan.
Monitoring:	FWES will continue to seek parent and family engagement input from all parents and families, not just a targeted group. This is accomplished through the use of surveys that are sent home to all parents in students backpacks, put on the school website, class dojo, and the school Facebook page
Person responsible for monitoring outcome:	Carol Barnett (barnettc@columbiak12.com)
Evidence-based Strategy:	There continue 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. Live stream all events where possible.
4. Communicate. advertise school events vis Facebook, newsletters, flyers, website, and marquee.
5. Provide resources and up-to-date material for the parnet/family resource room and events.

Person Responsible Carol Barnett (barnettc@columbiak12.com)

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

Area of Focus Description and Rationale:	According to our current data, ELA, Math, and Science overall the scores have dropped from the 2018-2019 school year.
Measurable Outcome:	Students at FWES in grades 3, 4, and 5 will increase in overall proficiency by 5% on the ELA and Math FSA. Along those lines, students in grades 5 will increase in overall proficiency by 5 % on the FCAT Science assessment.
Monitoring:	We will use Progress Monitoring Science and various assessments throughout the year.
Person responsible for monitoring outcome:	Michael Christie (christiem@columbiak12.com)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Professional development on standards-based instruction. 2. Resource teacher and paraprofessionals for small group instruction 3. Supplemental web-based software
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. To provide teachers with ways to implement standards-based instruction. 2. To provide support for standards-based instruction. 3. Research-based supplemental instruction promoting student engagement

Action Steps to Implement

Teachers will be provided materials that correlate with standards-based instruction.

Person Responsible Michael Christie (christiem@columbiak12.com)

Increase hands-on activities to increase student understanding of the scientific process.

Person Responsible Carol Barnett (barnettc@columbiak12.com)

No description entered

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.floridacims.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.

Fort White Elementary is not listed in the SafeSchoolsforAlex.org discipline data incident reports due to low numbers or zero numbers of incidents that need monitoring. The school culture and environment are closely monitored by the leadership team, faculty and staff. We also have a school deputy that has a great repore with students and the community.

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.

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.

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

The school meets collaboratively with parents and community members giving input for activities and then participating in the activities which include but are not limited to Career days, Robotics, Science activities, the gifted program, Speech contest, Math Bee, Spelling Bee, Brain Bowl, Stem camp, and community helpers in VPK.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$257,665.17
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0121 - Fort White Elementary School	Title, I Part A		\$2,134.90

			<i>Notes: Edmentum Reading Eggs web-based supplemental instruction</i>			
	5100	369-Technology-Related Rentals	0121 - Fort White Elementary School	Title, I Part A		\$1,750.00
			<i>Notes: Voyager V-math-live web-based supplemental instruction and fluency practice.</i>			
	5100	369-Technology-Related Rentals	0121 - Fort White Elementary School	Title, I Part A		\$2,600.00
			<i>Notes: Flocabulary web-based diagnostic and instruction software for practice and instruction in vocabulary.</i>			
	5100	369-Technology-Related Rentals	0121 - Fort White Elementary School	Title, I Part A		\$6,460.00
			<i>Notes: i-Ready teacher toolkit supplemental learning through web-based diagnostic and instruction software</i>			
	5100	369-Technology-Related Rentals	0121 - Fort White Elementary School	Title, I Part A		\$2,450.00
			<i>Notes: 3P Learning Math Seeds web-based instruction, review, and practice in math.</i>			
	5100	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$10,239.90
			<i>Notes: Saxon Phonics supplemental instruction that will assist in building foundational skills in phonemic awareness, phonics, decoding, fluency, and spelling.</i>			
	5100	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$600.30
			<i>Notes: School Specialty- Phonics workbooks</i>			
	5100	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$597.00
			<i>Notes: Curriculum Associates Phonics Reading workbooks</i>			
	5100	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$4,496.40
			<i>Notes: Curriculum Associates Ready LAFS books</i>			
	5100	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$839.70
			<i>Notes: Amazon Discovery Kids Magnetic Tiles for practicing fine motor skills.</i>			
	5100	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$4,893.75
			<i>Notes: Trade Books to provide classrooms with books to support instruction in ELA, Social Studies, Science, and Math.</i>			
	5100	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$4,275.50
			<i>Notes: General classroom supplies to support instruction.</i>			
	5100	519-Technology-Related Supplies	0121 - Fort White Elementary School	Title, I Part A		\$3,936.04
			<i>Notes: Printer ink cartridges to support instruction.</i>			
	5100	519-Technology-Related Supplies	0121 - Fort White Elementary School	Title, I Part A		\$4,170.00
			<i>Notes: Headphones to support individual instruction when on technology.</i>			

	6400	330-Travel	0121 - Fort White Elementary School	Title, I Part A		\$3,049.33
			<i>Notes: Exceeding Expectations Conferences</i>			
	6400	330-Travel	0121 - Fort White Elementary School	Title, I Part A		\$414.20
			<i>Notes: Instructional Coach and CRT County Meeting to provide continued ongoing technical assistance.</i>			
	6400	750-Other Personal Services	0121 - Fort White Elementary School	Title, I Part A		\$904.00
			<i>Notes: Substitutes for Exceeding Expectations which allows teachers to attend a conference.</i>			
	7730	330-Travel	0121 - Fort White Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: ISRD/ NEFEC Conference which provides quality professional development for administrators.</i>			
	7730	330-Travel	0121 - Fort White Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: FASA Conference which provides quality professional development for administrators.</i>			
	5100	150-Aides	0121 - Fort White Elementary School	Title, I Part A		\$8,954.40
			<i>Notes: Tutors which provide one on one or small group tutoring during the day.</i>			
	5100	220-Social Security	0121 - Fort White Elementary School			\$685.02
			<i>Notes: Tutor SS/Medicare which provide one on one or small group tutoring during the day.</i>			
	5100	360-Rentals	0121 - Fort White Elementary School	Title, I Part A		\$2,800.00
			<i>Notes: Xerox - copier rental</i>			
	5100	369-Technology-Related Rentals	0121 - Fort White Elementary School	Title, I Part A		\$19,364.50
			<i>Notes: I-Ready ELA and Math Instruction web-based online assessment and instruction</i>			
	6300	130-Other Certified Instructional Personnel	0121 - Fort White Elementary School	Title, I Part A		\$77,282.87
			<i>Notes: Curriculum Resource Teacher</i>			
	6300	130-Other Certified Instructional Personnel	0121 - Fort White Elementary School	Title, I Part A		\$15,089.99
			<i>Notes: Instructional coach</i>			
	5100	150-Aides	0121 - Fort White Elementary School	Title, I Part A		\$26,564.41
			<i>Notes: Paraprofessional</i>			
	5100	150-Aides	0121 - Fort White Elementary School	Title, I Part A		\$26,771.96
			<i>Notes: Paraprofessional</i>			
	5100	150-Aides	0121 - Fort White Elementary School	Title, I Part A		\$22,341.00
			<i>Notes: Paraprofessional</i>			

2	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$15,525.68
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$1,076.68
			Notes: Dollar Days - Math Flash Cards, Snap it Up Math and Phonics Games for Fluency			
	6150	370-Communications	0121 - Fort White Elementary School	Title, I Part A		\$770.00
			Notes: Stamps for communication with parents			
	6150	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$65.28
			Notes: general supplies for parent resource room and copy paper for the family nights including FSA, literacy nights, and Homework help nights.			
	6150	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$1,950.00
			Notes: Planners to increase communication with parents.			
	6150	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$1,012.50
			Notes: Rochester Communication Folders in increase timely and meaningful two-way communication.			
	6150	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$1,091.72
			Notes: Postcards to increase the capacity of parents with encouraging notes from the staff at the school.			
	6150	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$520.00
			Notes: Ink toner for newsletters			
	6150	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$283.00
			Notes: Science Boards for Science Projects			
	6150	510-Supplies	0121 - Fort White Elementary School	Title, I Part A		\$1,309.50
			Notes: Parent Guidebooks for Transitioning into the next grade			
	6150	150-Aides	0121 - Fort White Elementary School	Title, I Part A		\$7,447.00
			Notes: Paraprofessional			
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
					Total:	\$273,190.85