

Fort White Elementary School



2014-15 School Improvement Plan

Fort White Elementary School

18119 SW STATE ROAD 47, Fort White, FL 32038

<http://www.columbia.k12.fl.us/fortwhiteelem/index.html>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
74%

Alternative/ESE Center
No

Charter School
No

Minority
25%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

This plan was approved by the Columbia County School Board on 11/18/2014.

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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.

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 Environment

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

Fort White Elementary School has an environment conducive to support on many levels, one of which the methodologies by which it examines culture and assimilates students into its positive environment. Through the process of placement of students, knowledge is gained through the enrollment, guidance, records, and testing process to determine needs and tier levels of students. The guidance department, Rtl coordinators, teachers, and all staff learn knowledge about their students to the point that they can build personalized relationships with each student, even extending down to knowledge of each from a data standpoint. The point of all this is to provide all necessary tiers of support to all students, and to provide them with a very tightly knit community of support by all caregivers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Fort White Elementary School, staff arrives at or before 7:15 a.m., and all areas including walkers, car riders, and buses are manned with multiple staff, and then students are escorted to classrooms or the lunchroom for breakfast. There is no time, and no area, where students are not supervised and have an environment where safety is paramount at all times. During the day, students are either escorted or picked up by adults, or we use the paired method where another student goes with a student to a place such as the library, etc. All staff, whether SBLT members or paras, or teachers, or other personnel have a place in our model of support for students at all times during the day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We have established norms for bell to bell teaching, with a highly striated daily schedule where all facets of the school and district's reading plan, SIP from previous year, and other factors are considered to make sure that students have consistent times for instruction, and that it is placed first of all priorities as to how the day is made up. Fort White Elementary uses a model where teachers fill

out incident forms and document interactions with the students and parents over discipline issues, prior to filling out a full scale referral for discipline. At that point, our Asst. Principal for the school, Dr. Summers, handles discipline with students, interacts with parents, and meets with teachers and staff, as well as bus drivers to manage the discipline side of things for the school. She has attended training recently to make sure that we stay abreast of the latest models for discipline in a positive manner with documentation that is of a positive reinforcement nature. The School Based Leadership Team (SBLT) also has made it a goal to increase positive rewards and incentives to assist in this area, as well as in educational or grade areas too.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Fort White Elementary ensures the social-emotional needs of the students are being met by providing support in a multitude of ways. Staff, faculty, parents, and outside resources work together positively to motivate, support, and provide interventions to ensure that students' can flourish in the school setting. Staff and Faculty model and support positive relationships providing a nourishing school culture. Emotional safety of each student is addressed by making sure the school is free from bullying and harassment. Two SBLT members are trained Bullying Investigators. Through motivational strategies the students' are rewarded and recognized for displaying excellent behavior and having integrity.

Support services are utilized, when needed, in assisting with emotional, social, and academic needs. The school counselor, Meridian, Dr. Evans, Hospice, and other community resources provide these services to the students. We strive to look at the whole child; offering referrals for counseling and support for students' and their families. We have an alliance with Fort White Middle/High Leadership to provide mentors to approximately 60 students. These students provide positive mentoring and academic assistance to multiple age students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Both the school and district use a software program called FOCUS, to monitor all activities tied to early warning systems. Additionally, a program called Performance Matters is used for progress monitoring, and there is some crossover in terms of data sets available for state testing between the two. FOCUS allows for the tracking of grades, referrals for discipline, course failures and such. Performance Matters covers progress monitoring for formative assessments and state level assessment data. As a school, we monitor attendance below 90%, suspensions, course failures in core courses, and students who are level one on state assessments, so that we may offer interventions. Interventions include RTi, Read 180, and other academic programs, counseling from our counselor as well as Meridian, Triple I, and we also have two staff members (one administrative) who track attendance daily (along with teachers), and do call outs to parents regarding tardies and absences in real time. We do this every day before 10:00 a.m., and teachers are required to have attendance done in FOCUS by that time, as well as document how they themselves are contacting parents after the second absence in their classes. Finally, we have put in a new incentives program tied to Perfect Attendance by the month, with prizes and medals that the students wear. This program is structured similarly to how AR works, and during September 2015, we had 208 (31%) of our students with perfect attendance for the month.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	27	23	19	20	19	5	113
One or more suspensions	2	5	0	0	2	9	18
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	56	28	21	33	27	165

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	2	3	6	7	8	27

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We have implemented a holistic approach through our School Based Leadership Team (SBLT), to work with grade level teachers in implementing a new way to monitor students and their academic performance and interventions necessary to keep them progressing properly. We designated team leads for each grade level to work with us on testing, designing our own progress monitoring, and the "war room" (data room), We meet with the grade levels bi-weekly to assess lesson plans, grouping, data and other academic issues. We utilize all interventions listed above for the whole school, and have RTi levels and interventions in place at all grade levels, which is monitored with district assistance as well. We monitor data weekly, and have put in place Professional Development so that we may design our own formative assessments through StudyIsland and CPALMS (MFAS for Math). Additionally, we have started a pilot Language Acquisition program through a School Improvement Grant, and have shifted duties with one of our Read 180 staff to work with those students (along with a Para) to do vocab and Language Acquisition pullouts 3 times a week (K-2). This is based around latest data regarding student readiness coming into school. For ELL and ESE students, we have the full compliment of inclusion, intervention, and other resources to help bridge language or learning gaps in their areas, and we have a staffing specialist on site two times per week to assist with ESE needs as well. Finally, we have a speech therapist who works with teachers on academic program tweaks for their students, and recently we have purchased additional curriculum materials for that therapist to do more small group work with their students in regular classroom settings. They coordinate this through the classroom core teachers. In our special areas, our teachers (technology, music, art, and PE) work with core teachers to implement ways of adding real life examples of cross-curricular teaching and benchmarks through hands on activities, use of technology in the labs, and in music and art with activities tied to specific benchmarks in math and reading.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/184833>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Fort White Elementary is located in a small, rural community located in North Florida. Our school is the oldest continuously operating school in our district, having served many of our community members during their educational journey. Those community members, now business owners and members of active community organizations, partner with Fort White Elementary to support their community school. The Fort White Thrift Shop, for example, is a very active community partner. In addition to providing lunch for all staff one day during preplanning, they contribute funds to school projects used to encourage and motivate students to succeed in the classroom such as the Accelerated Reader incentive program and project based learning initiatives. The Thrift Shop also provides funds for the "Thrift Shop Award", a \$25 reward that is given to each classroom teacher to recognize the contributions of one of their students at the end of the year. At any time during the year, if we find a student in need of clothing or shoes, a quick call and visit to the Thrift Shop, located 4 blocks away, and the needs of that child are met. In addition to the Thrift Shop, we have also received support from our local Walmart distribution center, Florida State Park system, and

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
 Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lashley, Tom	Principal
Johnson, Judi	Other
Hubbell, Deborah	Instructional Coach
Tuell, Vickie	Guidance Counselor
Etheridge, Delan	Other
Summers, Susan	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Thomas Lashely Principal- oversees MTSS and School Improvement initiatives; evaluates teacher instruction; assigns additional support to teachers as needed.
 Dr. Susan Summers, Assistant Principal- assists the principal in overseeing the MTSS and SIP initiatives and conducting teacher evaluations; responsible for monitoring of student behavior as related to MTSS and school-wide discipline; assists team in evaluation of school, grade level and student data.
 Deborah Hubbell, Instructional Coach- assists with overseeing MTSS and SIP initiatives; provides additional support for teachers and staff to strengthen both core and remedial instruction; responsible

for professional development as needed for SIP initiatives; assists team in evaluation of school, grade level and student data.

Judith Johnson, Curriculum Resource Teacher- assists the principal in overseeing the MTSS and SIP initiatives; Co-chairman of the MTSS/Rtl team, Chairperson of SAC; assists in providing support for teachers through curriculum, intervention and Rtl initiatives; assists team in evaluating school, grade level and student data;

Vickie Tuell, Guidance Counselor- assists principal in overseeing MTSS and SIP initiatives; Co-chairman of MTSS/ Rtl team; assists teachers with student concerns to include counseling, 504 or Rtl support and involvement of outside agencies; Migrant contact; assists team in evaluation of school, grade level and student data.

Delan Etheridge, Media Specialist- assists principal in overseeing SIP initiatives; assists in overseeing school positive reinforcement programs to influence early warning data.

Team members are actively involved in MTSS/ Rtl team meetings, including intervention development for struggling students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

By improving the utilization of the Continuous Improvement Model with Differentiated Instruction and Gradual Release Model, as identified in our school improvement plan, it is our goal to improve the core instruction, small group and individual instruction provided to each student. Students needing additional support are identified through continuous monitoring of student, classroom and grade level data, with special attention being given to migrant students. Classroom observations serve to monitor the fidelity of implementation of core curriculum and student remediation. Teachers and school staff identified as needing additional instructional support will receive professional development opportunities which may include coach and peer support, professional learning communities and model classroom visitations.

Title I, Part A services are provided to ensure students who need additional remediation are provided support through: quality teachers through professional development, content resource teachers and mentors, and parent involvement trainings and activities.

The Title I, Part C Migrant Education Program (MEP) will closely monitor student progress at the school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff, as needed. Migrant children are identified upon enrollment through the utilization of a work survey completed by parents. Students served by the MEP program are closely monitored through MTSS and given additional instructional support as needed, including being served by a tutor and enrolled in English in a Flash software, purchased by the district. There are currently 16 migrant students attending our school.

Title II Professional Development funds are expended in accordance with the District Plan.

Columbia County School District did not qualify for Title III funds.

The district receives Title X, Homeless funds to provide resources (including social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

In regards to Violence Prevention Programs, the district has adopted and now implements a district-wide bullying policy as per state statute. Guidance classes include lessons on bullying, conflict resolution and drug abuse. The Crisis Response Team meets twice per year to review school safety procedures to ensure student safety during emergency situations. Law enforcement is also available to assist with emergency situations, including counseling with students.

Free and reduced lunch program is available for all students who qualify.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Judith Johnson	Teacher
Brenda Boehnlein	Parent
Paul Crawford	Parent
Amy Bailey	Parent
Michelle Daughtry	Parent
Heather Davis	Teacher
Delan Etheridge	Parent
Jasmine Hagan	Parent
Monica Harris	Parent
Tyler Harris	Teacher
Kemberly Jackson	Parent
Dewaina Jepson	Parent
Candi Kish	Principal
Thomas Lashley	Parent
James Lewis	Business/Community
Marcia Marwede	Teacher
Marah Miller	Parent
Stephanie Wease	Parent
Megan Wright	Teacher
Diane Avery	Teacher
Denise Ortiz	Student
Denyse Vieira	Business/Community
Tiffany Griffin	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

AMO's for Reading:

All Students- Target: 75%, Actual: 64%

African American Students- Target: 60%, Actual: 44%

Hispanic Students- Target: 79%, Actual: 50%

White Students- Target: 77%, Actual: 69%

Students with Disabilities- Target: 48%, Actual: 29%

Economically Advantaged Students- Target: 72%, Actual: 62%

FCAT 2.0 for Reading:

Scoring Level 3- Target: 63%, Actual: 32%

Scoring Level 4 or 5- Target: 39%, Actual: 33%

Learning Gains for Reading:

Making Learning Gains- Target: 75%, Actual: 70%

Lowest quartile making learning gains- Target: 75%, Actual: 64%

Writing: Scoring at or above 3.5- Target: 70%, Actual 35%

AMO's for Math:

All Students- Target: 69%, Actual: 62%

African American Students- Target: 47%, Actual: 32%

Hispanic Students- Target: 49%, Actual: 47%

White Students- Target: 71%, Actual: 68%

Students with Disabilities- Target: 46%, Actual: 31%

Economically Advantaged Students- Target: 63%, Actual: 60%

FCAT 2.0 for Math:

Scoring Level 3- Target: 39%, Actual 32%

Scoring Level 4 or 5- Target: 30%, Actual: 28%

Learning Gains for Math:

Making Learning Gains- Target: 75%, Actual: 52%

Lowest quartile making learning gains- Target: 75%, Actual: 44%

Science:

Scoring Level 3- Target: 35%, Actual: 33%

Scoring at or above 3.5- Target: 35%, Actual 33%

Development of this school improvement plan

After going through the 8 step problem solving process, the faculty and staff developed strategies and an action plan to address the identified barriers. After reviewing the problem solving process with the SAC, the goals, strategies, action plan and monitoring components were presented to the SAC for their review, to include changes and approval.

Preparation of the school's annual budget and plan

The Title I budget was allocated to reflect the initiatives identified in the goals and action plan of the School Improvement Plan. This budget was then presented to the SAC for their input and approval. The SAC also has input into the Title I Parent Involvement Plan and Title I Parent Involvement budget.

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

No school improvement funds were allocated last year to the schools from the district.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lashley, Tom	Principal
Summers, Susan	Assistant Principal
Johnson, Judi	Other
Hubbell, Deborah	Instructional Coach
Etheridge, Delan	Instructional Media
Tuell, Vickie	Guidance Counselor
Johnson, Kimberly	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the SBLT will be: monitoring progress toward SIP goals; suggesting and making changes to the SIP; increasing the rigor of instruction at Fort White Elementary; raising teacher expectations; improving student proficiency; increasing learning gains in Reading and Math; and scheduling celebrations for reaching goals.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Fort White Elementary School has a variety of strategies to build collaborative, positive peer relationships between all staff, and particularly our teachers. The core of this process resides in the interaction of grade level groups during common planning, PLCs, and other activities that build the concept of family within our school culture and foster an understanding that the grade levels have to look at their work as a function of both individual students they need to differentiate for, as well as the grade level's needs as a whole. The School Based Leadership Team meets weekly to work on their strategies, and then bi-weekly for grade level meetings with the teams to keep everyone within the loop. The focus this year is to implement real-time grade level common planning meetings twice a week by grade, and that they will be done in our data room, with real time data coming from formative assessments that we built, using tools such as CMAPs, CPALMS, MFAS assessments, and StudyIsland, as well as ThinkCentral linked tests to GoMath.

On a separate note, we feel that the sense of community comes from our interactions from sources such as the Sunshine Committee, PTO, SAC, and various other areas where we come together and build a sense of community that stretches beyond the nuts and bolts of just curriculum areas. In our area of the county, (FWES and FWHS), we have a Native American word, "Tiwahe", which means family. It is notated on all kinds of sources we use, including motivational T-shirts and other sources that keep the meaning close at hand.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Our school works closely with the county Human Resources department to recruit highly qualified and effective teachers to our school. Columbia County School District HR department participated in a job fair on June 23rd in order to recruit new teachers. New teachers are immediately paired with a knowledgeable, highly-qualified peer teacher to offer support and guidance through their first year on campus. The Administration, CRT, Instructional Coach and Guidance Counselor are on hand to offer additional support to new teachers as needed.

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

The teacher mentoring program for Columbia County Schools is a one to two year program designed for teachers new to the district with no previous teaching experience who hold a Florida Professional certificate, teachers who hold a Florida Professional certificate with prior teaching experience, or for teachers new to the district with no previous teaching experience who hold a Florida Professional Certificate. Depending upon their classification, teachers may be required to participate in district and school orientation, be assigned a mentor teacher, have observations conducted by leadership and mentors, and participate in various trainings and exams.

New teachers and mentoring teachers are listed below, along with the rationale for the pairings.

Pam Albritton, New Teacher / Rhonda Rogers- Mrs. Rogers is a veteran teacher and team leader, certified in both Elementary Ed grades 1-6 and K-3. She has extensive knowledge of instructional practices which create a positive classroom environment which promotes learning.

Denise Ortiz, New Teacher / Karen Blanchard- Mrs. Blanchard is a seasoned teacher certified in Kindergarten -Grade 3, with much of her teaching experience in first grade, and has extensive knowledge of effective instructional strategies.

Yochani Woloszyn, New Teacher / Kim Johnson- Mrs. Johnson is a veteran teacher with 8 years of experience in second and third grades.

Alyssa Bernfeld, New Teacher / Diane Avery- Mrs. Avery is an experienced teacher with 8 years of experience in second grade. Currently serving as a reading resource teacher for our school, she has extensive knowledge of the second grade expectations and resources.

Virna Romack, New Teacher / Peggy Jurczewsky- Mrs. Jurczewsky is a seasoned teacher who has taught kindergarten, first grade, inclusion, and currently serves as an ESE Inclusion support teacher. She has an extensive knowledge of first grade curriculum, expectations and resources.

Michael Corbett, New Teacher / Marilyn Gasset- Mrs. Gasset holds a Masters in Ed Leadership and is currently working on her Doctorate degree in Education. She has experience in both fourth and fifth grade levels and has extensive knowledge of curriculum and sound instructional practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Both Fort White Elementary School and Columbia County School District have prioritized alignment of programs used to Florida's standards as one of the highest priorities possible within daily operations and curriculum and lesson design. Additionally, both the school and the district work with FLDOE Differentiated Accountability team members for Region 2, to provide on-going support and Professional Development as well as other sources such as the Northeast Florida Educational Consortium (NEFEC), FDLRS, and other regional support entities as well as outside sources for working with staff and teachers. Additionally, this year added work with CPALMS and Math Formative Assessment Systems have begun, in order to align school level formative assessments with the new testing platform and new standards. StudyIsland has also been purchased by the district, and is being used to assess students, along with Performance Matters assessments designed by the district. Also, the district received a TIFF/SEEC grant from the state through NEFEC, which has allowed for additional Teacher Support Colleagues (TSC) to be hired and coach schools in these areas, as well as work with the school coaches and CRT's in all areas of curriculum alignment.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Currently, we utilize a plethora of data indicators to assess student performance, and to make decisions about how to best scaffold and differentiate instruction. We have a data room with data walls for all grade levels. We utilize state assessment data, district level data, and now are beginning to design our own progress monitoring data through building formative assessments in the CIM model through CPALMS MFAS assessment performance rubrics, and tests derived from StudyIsland for ELA. We meet bi-weekly with grade level teams as a SBLT, so that we can assess data and strategies, help them differentiate based on what their discussions in common planning tell them, and to move groups around as new data makes it possible to tweak how they are placed as students during small group time, and so that we can strategize around what we are learning about each individual student on a weekly basis. We have had assistance from DA in building our data room, and the current principal is a former DA specialist with a curriculum background. We do formative assessments monthly, and utilize the progress monitoring tools the district provides based around a district-wide assessment calendar that gives us multiple data points throughout the year prior to state testing. Additionally, we use the RTi model to also build interventions with students based on their tier placement.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

To assist ESE students with development and retention of ELA skills, ESE teachers and paras will conduct pre-teaching sessions for 30 minutes each morning before school. Additionally, we have teachers in special areas, who come in for pre-teaching sessions, multiple times per week, so that students who are in remedial intervention programs like Read 180, can still get their elective specials, and thus keep motivation high because they are not losing out on taking those courses and enjoying them.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: Extended School Year

Minutes added to school year: 5,760

This program was offered over six weeks in the summer to students who struggle in Reading and/or Math. The goal is to provide additional support in these areas as well as provide physical activities that will enhance good health. The daily schedule included one hour of Reading, one hour of Math, one hour of hands-on Science, thirty minutes of Physical Education, and thirty minutes of Technology. Students also receive a nutritious breakfast and lunch each day.

Strategy Rationale

Research shows that students who do not engage in academic activities over the summer months regress. In providing a summer program the students can, rather, build up their skills and engage in healthy physical activity as well. In offering two school lunchroom meals each day the students also receive nutrition.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Summers, Susan, summerss@columbiak12.com

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

STAR testing in Math and Reading, or Early Learning assessment for kindergarten students. Assessment is on entry to the program, at midpoint, and at conclusion. Along with changes in STAR scores the student's number of days in attendance is recorded so that growth is measured as a function of attendance.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

To facilitate a smooth transition for students entering into kindergarten, we conduct a Kindergarten Orientation each April in order to tell parents about our school and introduce kindergarten teachers along with other key personnel. Vital school information is presented to parents during a slide show and as a packet for them to take home. Two Kindergarten Registration days are held during the summer. During these dates, a short screening tool is utilized to determine a child's readiness to begin kindergarten. A kindergarten teacher meets with each parent after the screening to review the results. During the screening, additional information about the school is given to parents. Two VPK classes and 1 PKH classes are conducted on our campus throughout the school year. These parents are invited to all school functions, including parent involvement activities. In order to aide the transition for kindergarteners coming from an adjacent VPK program, one of our kindergarten meets with parents each spring to present ways to help ensure their child is ready for kindergarten. Kindergarten social and academic skills are presented to parents, as well as tips and ideas on how to help their child gain these skills.

In order to smooth the transition for our fifth grade students into the middle school the following year, multiple activities are conducted throughout the year with current middle school students. These

activities include Earth Day activities and science activities conducted at the Ichetucknee State Park. An Open House is also conducted at Fort White High School for all future sixth graders and their parents. At the end of the school year, teachers and counselors from Fort White High School visit Fort White Elementary to inform students of the variety of classes available to them in future years. Fifth grade students also go to Fort White High School for a half day visit, including a tour of the school, introduction to teachers, and lunch on campus.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Fort White Elementary School will develop, plan, and deliver differentiated levels of instruction and reteaching for improved student performance, utilizing grade level specific data and common planning time.

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Fort White Elementary School will develop, plan, and deliver differentiated levels of instruction and reteaching for improved student performance, utilizing grade level specific data and common planning time.

1a

G039886

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0
Math Lowest 25% Gains	75.0
FSA - English Language Arts - Proficiency Rate	60.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Common Planning time for all grade levels
- Software to assist with differentiated levels of instruction, including Accelerated Math, Study Island, Math Facts in a Flash
- Mathemagician
- CPALMS
- Engage NY
- Project SCOPE and iPads available on campus.

Targeted Barriers to Achieving the Goal 3

- Time restructuring (scheduling)

Plan to Monitor Progress Toward G1. 8

data from state assessments, Performance Matters assessments, and formative assessments designed and implemented by grade level teams at FWES.

Person Responsible

Tom Lashley

Schedule

Monthly, from 10/15/2014 to 5/29/2015

Evidence of Completion

Assessment data from Performance Matters, formative assessments and state assessments.

G2. Use Continuous Improvement Model to meet individual student needs in order to increase student performance. 1a

G039701

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	72.0
AMO Math - ED	67.0
AMO Reading - All Students	78.0
AMO Reading - ED	75.0
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- - Standards mini assessments available in some subject areas--Performance matters, Accelerated Math and curriculum benchmark assessments
- Instructional Coach to assist teachers
- School and District based experts on mini-assessments and differentiated instruction.
- Becoming a Writer Program
- Structured Common Planning
- Increased data and the ability to build formative assessments by grade level using CIM model

Targeted Barriers to Achieving the Goal 3

- Lack of a common language or methodology about how to remediate

Plan to Monitor Progress Toward G2. 8

Students will increase math performance in bottom quartile and for overall growth to 75% of students proficient, as measured by biweekly formative assessments from October to May, 2015.

Person Responsible

Tom Lashley

Schedule

Monthly, from 10/8/2014 to 6/2/2015

Evidence of Completion

SBLT meeting minutes, student data, evidence on data wall, scores from statewide and district assesments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Fort White Elementary School will develop, plan, and deliver differentiated levels of instruction and reteaching for improved student performance, utilizing grade level specific data and common planning time. **1**

 G039886

G1.B2 Time restructuring (scheduling) **2**

 B127993

G1.B2.S1 Integrate Science and Social Studies into ELA and Math blocks to provide additional time for differentiated instruction and reteaching. **4**

 S140130

Strategy Rationale

Integration of subject areas will allow more time for both remediation and skill practice during center and small group activities.

Action Step 1 **5**

Utilize common planning time to determine how to integrate Science and Social Studies content/ standards into ELA and Math blocks.

Person Responsible

Deborah Hubbell

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Grade level meeting documentation sheets, lesson plans

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

Lesson plans will be assessed weekly, as well as targeted visits for observations by principal to document integration in the core

Person Responsible

Tom Lashley

Schedule

Monthly, from 10/15/2014 to 5/29/2015

Evidence of Completion

Lesson plans, observation documentation

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

Restructuring of the daily calendar by grade level

Person Responsible

Tom Lashley

Schedule

Monthly, from 10/15/2014 to 5/29/2015

Evidence of Completion

Grade level schedules & grade level meeting minutes.

G1.B2.S2 Use of technology (classroom computers, printers, tech labs and iPads) to assist with enrichment, reteaching, and targeted remediation. 4

 S140131

Strategy Rationale

Available software and technology programs assist teachers with providing students with differentiated levels of instruction and practice.

Action Step 1 5

Provide classrooms with appropriate technology needed to assist teachers with differentiated instruction.

Person Responsible

Judi Johnson

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Purchase orders for software, site licenses, hardware or supplies

Action Step 2 5

Professional development on project-based learning.

Person Responsible

Judi Johnson

Schedule

On 5/29/2015

Evidence of Completion

sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Discuss during weekly SBLT meetings

Person Responsible

Judi Johnson

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

SBLT meeting notes, SCOPE projects provided by classroom teachers

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Documentation of technology usage in lesson plans or software usage reports

Person Responsible

Tom Lashley

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans, software usage reports

G1.B2.S3 Grade levels will utilize common planning time to analyze student data and develop effective differentiated instruction aligned with Florida State Standards. 4

 S140852

Strategy Rationale

Analysis of student data during common plan time will allow teachers to formulate effective differentiated instruction consistent throughout the grade level.

Action Step 1 5

Participate in PLC during common planning time

Person Responsible

Deborah Hubbell

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

grade level documentation of meeting twice per week, lesson plans

Action Step 2 5

Purchase of materials to support differentiated instruction

Person Responsible

Judi Johnson

Schedule

On 5/29/2015

Evidence of Completion

purchase orders for classroom materials

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

SBLT will monitor documentation to ensure that all facets of the strategy are implemented with fidelity and monitored biweekly.

Person Responsible

Tom Lashley

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, PLC minutes, SBLT notes and other sources of documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Discuss at SBLT meetings and grade level meetings

Person Responsible

Tom Lashley

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

SBLT and grade level meeting notes

G2. Use Continuous Improvement Model to meet individual student needs in order to increase student performance. 1

G039701

G2.B2 Lack of a common language or methodology about how to remediate 2

B126925

G2.B2.S4 Structured Common Planning involving school leadership 2 times per week, to be held in the Data Wall Room, to improve how we use data and do the Continuous Improvement Model daily. 4

S138906

Strategy Rationale

The school has a common planning time each day for all grade levels, so this would allow for PLCs, etc., as well as keeping the data in front of teachers at all times, so it can drive decisions. The data wall will be a living document, handled by teachers, so that they can intimately know their students and what their strengths and weaknesses are.

Action Step 1 5

Each grade level will schedule common planning times where school leadership is also involved, every other week. The specific purpose of this is to build, utilize, and assess grade level formative assessments that we design and implement multiple times per month in both ELA and Math. This will allow us to implement CIM with fidelity to do all those steps, and truly actuate the CIM model within our school as it best fits the needs of our children, based on our data.

Person Responsible

Deborah Hubbell

Schedule

Biweekly, from 10/15/2014 to 6/2/2015

Evidence of Completion

Evidence will be lesson plans done collaboratively, as well as data and group changes evidenced in the data room itself, and evidenced in lesson plans and by student work, etc.

Action Step 2 5

Teachers will take responsibility for upgrading data and data points about each student, from the CIM tests that we design using Studylsland and MFAS, as well as possible group changes on the data wall, every other week or as new data presents itself.

Person Responsible

Deborah Hubbell

Schedule

Biweekly, from 10/15/2014 to 6/2/2015

Evidence of Completion

Monitoring by SBLT to determine that teachers are complying and meeting deadlines.

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

School Based Leadership Team members will meet biweekly to work with grade level teams and assess data from the CIM model assessments and other formative pieces to ensure fidelity.

Person Responsible

Tom Lashley

Schedule

Biweekly, from 10/15/2014 to 5/29/2015

Evidence of Completion

minutes from biweekly meetings with grade levels, as well as lesson plans and meeting notes from common planning within the grade levels on days the SBLT does not meet with them.

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

members of the SBLT will assist and overview the building of the CIM assessments under this model, assist with looking at the data and guide conversation and implementation biweekly of how it is modified and evolves.

Person Responsible

Tom Lashley

Schedule

Biweekly, from 10/15/2014 to 5/29/2015

Evidence of Completion

evidence from data gathered, formative assessments, logs from meetings, lesson plans.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S4.A1	Each grade level will schedule common planning times where school leadership is also involved, every other week. The specific purpose of this is to build, utilize, and assess grade level formative assessments that we design and implement multiple times per month in both ELA and Math. This will allow us to implement CIM with fidelity to do all those steps, and truly actuate the CIM model within our school as it best fits the needs of our children, based on our data.	Hubbell, Deborah	10/15/2014	Evidence will be lesson plans done collaboratively, as well as data and group changes evidenced in the data room itself, and evidenced in lesson plans and by student work, etc.	6/2/2015 biweekly
G1.B2.S1.A1	Utilize common planning time to determine how to integrate Science and Social Studies content/ standards into ELA and Math blocks.	Hubbell, Deborah	9/29/2014	Grade level meeting documentation sheets, lesson plans	5/29/2015 weekly
G1.B2.S2.A1	Provide classrooms with appropriate technology needed to assist teachers with differentiated instruction.	Johnson, Judi	8/18/2014	Purchase orders for software, site licenses, hardware or supplies	5/29/2015 monthly
G1.B2.S3.A1	Participate in PLC during common planning time	Hubbell, Deborah	8/18/2014	grade level documentation of meeting twice per week, lesson plans	5/29/2015 weekly
G2.B2.S4.A2	Teachers will take responsibility for upgrading data and data points about each student, from the CIM tests that we design using StudyIsland and MFAS, as well as possible group changes on the data wall, every other week or as new data presents itself.	Hubbell, Deborah	10/15/2014	Monitoring by SBLT to determine that teachers are complying and meeting deadlines.	6/2/2015 biweekly
G1.B2.S2.A2	Professional development on project-based learning.	Johnson, Judi	8/11/2014	sign-in sheets	5/29/2015 one-time
G1.B2.S3.A2	Purchase of materials to support differentiated instruction	Johnson, Judi	8/18/2014	purchase orders for classroom materials	5/29/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	data from state assessments, Performance Matters assessments, and formative assessments designed and implemented by grade level teams at FWES.	Lashley, Tom	10/15/2014	Assessment data from Performance Matters, formative assessments and state assessments.	5/29/2015 monthly
G1.B2.S1.MA1	Restructuring of the daily calendar by grade level	Lashley, Tom	10/15/2014	Grade level schedules & grade level meeting minutes.	5/29/2015 monthly
G1.B2.S1.MA1	Lesson plans will be assessed weekly, as well as targeted visits for observations by principal to document integration in the core	Lashley, Tom	10/15/2014	Lesson plans, observation documentation	5/29/2015 monthly
G1.B2.S2.MA1	Documentation of technology usage in lesson plans or software usage reports	Lashley, Tom	8/18/2014	Teacher lesson plans, software usage reports	5/29/2015 monthly
G1.B2.S2.MA1	Discuss during weekly SBLT meetings	Johnson, Judi	8/18/2014	SBLT meeting notes, SCOPE projects provided by classroom teachers	5/29/2015 weekly
G1.B2.S3.MA1	Discuss at SBLT meetings and grade level meetings	Lashley, Tom	8/18/2014	SBLT and grade level meeting notes	5/29/2015 biweekly
G1.B2.S3.MA1	SBLT will monitor documentation to ensure that all facets of the strategy are implemented with fidelity and monitored biweekly.	Lashley, Tom	8/18/2014	Lesson plans, PLC minutes, SBLT notes and other sources of documentation	5/29/2015 biweekly
G2.MA1	Students will increase math performance in bottom quartile and for overall growth to 75% of students proficient, as measured by biweekly formative assessments from October to May, 2015.	Lashley, Tom	10/8/2014	SBLT meeting minutes, student data, evidence on data wall, scores from statewide and district assessments	6/2/2015 monthly
G2.B2.S4.MA1	members of the SBLT will assist and overview the building of the CIM assessments under this model, assist with looking at the data and guide conversation and implementation biweekly of how it is modified and evolves.	Lashley, Tom	10/15/2014	evidence from data gathered, formative assessments, logs from meetings, lesson plans.	5/29/2015 biweekly
G2.B2.S4.MA1	School Based Leadership Team members will meet biweekly to work with grade level teams and assess data from the CIM model assessments and other formative pieces to ensure fidelity.	Lashley, Tom	10/15/2014	minutes from biweekly meetings with grade levels, as well as lesson plans and meeting notes from common planning within the grade levels on days the SBLT does not meet with them.	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Fort White Elementary School will develop, plan, and deliver differentiated levels of instruction and reteaching for improved student performance, utilizing grade level specific data and common planning time.

G1.B2 Time restructuring (scheduling)

G1.B2.S1 Integrate Science and Social Studies into ELA and Math blocks to provide additional time for differentiated instruction and reteaching.

PD Opportunity 1

Utilize common planning time to determine how to integrate Science and Social Studies content/ standards into ELA and Math blocks.

Facilitator

Deborah Hubbell

Participants

Grade level teachers

Schedule

Weekly, from 9/29/2014 to 5/29/2015

G1.B2.S2 Use of technology (classroom computers, printers, tech labs and iPads) to assist with enrichment, reteaching, and targeted remediation.

PD Opportunity 1

Professional development on project-based learning.

Facilitator

Lynn Blanton

Participants

SCOPE teachers

Schedule

On 5/29/2015

G1.B2.S3 Grade levels will utilize common planning time to analyze student data and develop effective differentiated instruction aligned with Florida State Standards.

PD Opportunity 1

Participate in PLC during common planning time

Facilitator

Deborah Hubbell

Participants

classroom teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

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

G2.B2 Lack of a common language or methodology about how to remediate

G2.B2.S4 Structured Common Planning involving school leadership 2 times per week, to be held in the Data Wall Room, to improve how we use data and do the Continuous Improvement Model daily.

PD Opportunity 1

Each grade level will schedule common planning times where school leadership is also involved, every other week. The specific purpose of this is to build, utilize, and assess grade level formative assessments that we design and implement multiple times per month in both ELA and Math. This will allow us to implement CIM with fidelity to do all those steps, and truly actuate the CIM model within our school as it best fits the needs of our children, based on our data.

Facilitator

School Based Leadership Team/District Leadership/DA Team

Participants

grade level groups of teachers

Schedule

Biweekly, from 10/15/2014 to 6/2/2015

PD Opportunity 2

Teachers will take responsibility for upgrading data and data points about each student, from the CIM tests that we design using StudyIsland and MFAS, as well as possible group changes on the data wall, every other week or as new data presents itself.

Facilitator

DA Team Assistance - specifically, but not limited to, Wafa Picciolo and Izzy Sanabria

Participants

grade level groups of teachers.

Schedule

Biweekly, from 10/15/2014 to 6/2/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Fort White Elementary School will develop, plan, and deliver differentiated levels of instruction and reteaching for improved student performance, utilizing grade level specific data and common planning time.	41,000
Goal 2: Use Continuous Improvement Model to meet individual student needs in order to increase student performance.	3,000
Grand Total	44,000

Goal 1: Fort White Elementary School will develop, plan, and deliver differentiated levels of instruction and reteaching for improved student performance, utilizing grade level specific data and common planning time.

Description	Source	Total
B2.S2.A1 - Purchase of computers, printers, paper, ink, site licenses or apps.	Title I Part A	10,000
B2.S2.A1 - READ 180 Tech support, other site licenses	Title I Part A	7,000
B2.S2.A2 - SCOPE teacher stipends and consultant fee.	Title I Part A	17,000
B2.S3.A1 - Funding for substitutes for extended learning opportunities beyond common planning time	Title I Part A	2,000
B2.S3.A2 - purchase of materials for differentiated instruction	Title I Part A	5,000
Total Goal 1		41,000

Goal 2: Use Continuous Improvement Model to meet individual student needs in order to increase student performance.

Description	Source	Total
B2.S4.A1 - Funding for Substitute teachers during PD which go beyond common planning time.	Title I Part A	2,000
B2.S4.A2 - Funding for Data Consultant	Title I Part A	1,000
Total Goal 2		3,000