

Fort White High School

17828 SW STATE ROAD 47, Fort White, FL 32038

<http://www.fortwhitehighschool.org/>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

65%

Alternative/ESE Center

No

Charter School

No

Minority

22%

School Grades History

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

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

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

Provide the school's vision statement

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

School Environment

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

An open house is held prior to the official start of school giving parents and students the opportunity to meet and greet their instructors. During the first two weeks of school all teachers complete initial positive parental contact to establish collaboration/partnership and gain valuable insight into their students' lives. Over the course of the school year, activities are scheduled that allow students/ teachers to build relationships and rapport.

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

Fort White high school recognizes that for many students school is their primary source of stability . As such, we strive to cultivate a campus-wide family culture, even to the point of adopting our school motto "TIWAHE" (family). Administration and many teachers have open door policy for students in need. The school employees to deputies and two security guards to help ensure safety and they also act as mentors for students.

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

Fort White High School follows the Columbia County Code of Conduct. Teachers teach bell to bell to keep students focused and engaged in learning. When a disciplinary incident occurs, teachers call home to enlist parent collaboration in addressing the student behavior.

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

Guidance counselors are available for all students to discuss educational and emotional needs. Mentoring programs are established through, STEM, Take Stock in Children, AVID, and athletics. Other programs are available as needed such as the school district pregnancy resource teacher and the on-campus Meridian counselor.

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

Fort White High School maintains a database identifying EWS indicators for students and reviews regularly. Core teachers regularly participate in "Data Chats" with students and students maintain a Student Data Form in their required binders. The Student Data Form addresses standardized assessments, mini-assessments, grades, absences, and discipline referrals. The following early warning indicators are used within Fort White High School's EWS:

- ~Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- ~One or more suspensions, whether in school or out of school
- ~Course failure in English Language Arts or mathematics
- ~A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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 |
|---------------------------------|-------------|----|----|-------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 23 | 25 | 27 | 75 |
| One or more suspensions | 32 | 30 | 28 | 90 |
| Course failure in ELA or Math | 20 | 9 | 15 | 44 |
| Level 1 on statewide assessment | 52 | 50 | 55 | 157 |

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

| Indicator | Grade Level | | | Total |
|--|-------------|----|----|-------|
| | 6 | 7 | 8 | |
| Students exhibiting two or more indicators | 39 | 27 | 34 | 100 |

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

Fort White High School utilizes the following intervention strategies to support students who exhibit at least one or more early warning indicators:

- ~Students who score a level 1 on Florida's statewide assessments are placed in intensive instruction courses to assist the student in achieving learning gains and/or proficiency.
- ~Students who score a level 1 on Florida's statewide assessments are also administered the STAR Reading and/or Math assessment to gauge learning gains during the year.
- ~Students who score a level 1 on Florida's statewide assessments received individualized and small group instruction through services of a part-time tutor.
- ~Morning tutorials or afternoon tutorials are provided weekly for all students wishing additional assistance in academics.
- ~Teachers refer students exhibiting at least one or more EWS indicators to the Middle School Intervention Team. Students meet individually with team members to discuss concerns and appropriate feedback is provided. A variety of resources are given to the students that address study skills, attendance, behavior, etc. Follow-up is also provided to student.

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?

No

PIP Link

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

Description

Facilitate two-way positive communication between parents and faculty through: emails, phone calls, quarterly progress reports and report cards, conferences, Open House, Tribal Council, SAC involvement, and Educational Fair. Throughout the year, various organizations provide opportunities for parental involvement and relationship building. These include but are not limited to community choral and band concerts, FFA community Halloween Trick-or-Treat, student led Community Water Festival, Indian Uprising for homecoming, Alumni homecoming dinner,

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

FWHS reaches out to community organizations/businesses to enhance educational and extracurricular activities for our students. Educational/extracurricular activities include, but are not limited to: Ichetucknee PARKnership, food backpack ministry, Fort White Community Thrift Shop support, Fort White Library software and literary coordination, Antioch Baptist Church 5th quarter, and Shiloh Baptist Church (student performance venue).

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 |
|--------------|---------------------|
| Couey, Keith | Principal |
| Clark, Cindy | Assistant Principal |
| Duval, Jay | Assistant Principal |
| Keen, Mary | Assistant Principal |

Duties

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

The SBLT will meet monthly and use the problem-solving process to:

*Oversee the multi-layered model of service delivery for RtI (Tier1/Core, Tier2/Supplemental and Tier3/Intensive)

- *Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- *Determine the school-wide professional development needs of faculty and staff and arrange training aligned with SIP goals
- *Review and interpret student data (academic, behavior, and attendance) at the school and grade levels
- *Organize and support systematic data collection as needed
- *Strengthen and support core curriculum instruction through supportive coaching, management of resources and providing professional development in research based instructional strategies.

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

The purpose of the SBLT in our school is to ensure high quality instruction/intervention is matched to student needs, using student performance data over time to make data-based decisions to guide instruction. The SBLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students.

The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc..) The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The SBLT monitors/reviews student progress and offers credit recovery as a means of dropout prevention. A Credit Recovery class is offered for grades 6-12 to ensure the student's progress within his/her cohort group. Guidance Counselors/Teachers meet regularly with students that are involved in Credit Recovery classes to ensure success.

The following federal programs support Fort White High School additionally through the following means:

~Title II: Monies are distributed equitably throughout the schools for professional development through the county office.

~Title I (Part C Migrant): Students are identified and referred to the North Florida Migrant Center in Alachua county. Services include tutoring, materials for teachers and translators.

~Title X Homeless: Identified homeless students are referred to the District's Homeless Education Program.

~Perkins/Perkins Rural: Career and Technical Education program requests for materials, curriculum supports, repairs, and maintenance of equipment are referred to the District's Career and Adult Education Department.

~Title VI: Monies support two (2) part-time tutors for Intensive Reading and Intensive Math programs.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Keith Couey | Principal |
| Cindy Clark | Teacher |
| Jacki Clark | Teacher |
| John Gherna | Teacher |
| Patti Street | Business/Community |
| Abigail Glenn | Student |
| Marcus Bell | Teacher |
| Heather Trice | Education Support Employee |
| Alexa Hatcher | Student |
| Channon Rutledge | Parent |
| Denyse Vieira | Parent |
| Seth Rutledge | Student |
| Dixie Donovan | Teacher |
| Donnell Sanders | Business/Community |

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

During the second SAC meeting of each school year, the previous and data are evaluated.

Development of this school improvement plan

The SAC committee is a major stakeholder in all events that pertain to Fort White High. Members of the SAC participated in the writing and development of the SIP. All members also receive a copy of the School Improvement Plan for final approval.

Preparation of the school's annual budget and plan

The school budget is presented to the SAC membership to inform monetary decision making for funding requests.

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

To fund SAC-Sponsored Events- Incentives/awards related to SIP Goals- \$1,500

To fund AP Exams- Math, Science, History- \$3,000

To fund the school Science Fair- \$500.00

To fund Middle School Planners- \$1,500.00

To fund Supplemental Student Materials- \$2,000.00

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 |
|--------------|---------------------|
| Keen, Mary | Assistant Principal |
| Couey, Keith | Assistant Principal |
| Duval, Jay | Assistant Principal |
| Clark, Cindy | Assistant Principal |

Duties

Describe how the LLT promotes literacy within the school

School wide literacy activities are planned within the LLT. It is an expectation of the LLT to lead and support fellow colleagues in making these activities a success for all students. Through these activities it is the goal of the Administration and the LLT to instill in our students the love of reading and the realization that the world is opened to all through print.

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

Teachers are provided common planning time on Tuesdays from 8:00 am to 8:40 am. During this time, teachers meet within grade level/departments to collaborate on subject area or grade level specific plans, discuss student data, and/or share best practices.

In an attempt to capture the best features of common planning time for professional development, Fort White High school proposes to conduct a teacher School Improvement Learning Lab (SILL). SILL will be convened in the school media center two days per week after the teacher contract day. The hours of operation will be from 3:30 until 5:00 and teachers will be paid at the CCSD stipend rate for attending and actively contributing to the work of the session(s). The learning lab will be facilitated by one or more Teacher Support Colleagues (TSC), instructional coaches, or administrators. Facilitators under contract as teachers will be provided a stipend.

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

- *Regular meetings of new teachers with the principal/designee- Principal
- *New teachers are assigned peer-teachers-Principal
- *Professional Development for new teachers-School/NEFEC/County/State/Online
- *Partnership with FL Gateway Community College/ST Leo University
- *UF Teacher Recruitment (job fair)-Principal
- *TIF Grant

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

- *New teachers are assigned to peer teachers with a comparable subject area certification
- *County and school administration provide in-service/support
- *Instructional Coaches provide in-service/support on as needed basis
- *PD360/Edivation is available to all teachers

*New teachers actively participate in peer observations
These activities/supports will provide opportunities to grow professionally and further develop effective teaching strategies/skills and promote professionalism.

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

Lesson plans reflect alignment of instruction with Florida Standards. Teachers develop nine-week, benchmark-specific assessments as progress monitoring tools.

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

Teachers conduct individual data chats with all students. The following topics are discussed with students and documented on student data forms:

Absences

Disciplinary referrals

Classroom grade

Previous year's data including gains/losses

Mini assessment data

Needed scores for current year's proficiency

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: Summer Program

Minutes added to school year: 5,760

The purpose of the Summer Enrichment Program is to provide students with a continuation of academic focus throughout the summer. It is designed to engage students academically with a hands-on approach to sustain interests through disguised learning. Students are selected for the program based on end-of-year assessments from Performance Matters. Our focus is aimed at the lower quartile, but will be made available to any students grades 6-8 that wish to attend.

Strategy Rationale

To avoid summer regression.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Couey, Keith, coueyk1@columbiak12.com

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

The STAR Reading and Math Assessments from Renaissance Learning will be given at the beginning, middle and end of the summer, enrichment session. Additional math assessment will include: Five minute timed tests in addition, subtraction, multiplication and division. A notebook of all data to be collected will be kept and given to administration.

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

Fort White High School provides the following services to incoming 6th grade students to ensure a seamless transition:

- ~Fort White High School Program Showcase and Career Fair
- ~5th grade parent and student Spring Orientation (Parent University)
- ~Middle School Guidance Counselor visits 5th grade cohort groups at both feeder schools
- ~Inclusion teachers meet with student and parents/guardians prior to transition to 6th grade
- ~5th grade visit and tour of FWHS campus
- ~Open House during Pre-planning

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

Guidance counselors meet with students each spring to select courses for the upcoming year. Academic worksheets are completed for each student. These worksheets are reviewed each semester to track progress of students. A career center is available for students to explore college and career opportunities. The guidance counselors and testing/scholarship coordinator work independently with students to research post secondary choices. AVID classes are implementing in

grades 7 through 10 with teachers at all levels incorporating AVID strategies to promote college and career readiness and excitement.

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

The offering of all practical arts courses is student driven and is based on the premise of career training with the completion of appropriate nationally recognized certifications and exams.

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

CTE and academic teachers will collaborate efforts to integrate career and technical education with academic courses. CTE instructors will provide contextualized instruction incorporating all core academic areas.

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

Ft. White High School utilizes a multi-faceted approach to improving student readiness for public post-secondary success. The subsequent programs and opportunities include (but are not limited to):

- partnerships with various military recruiters (who also act as mentors to upperclassmen)
- annual college/career expo with representatives from various schools and professional fields
- guidance department-coordinated college/career boot camp
- service learning programs (Ag, HOSA, and Science departments); often leading to volunteer and internship positions if not actual employment
- teacher-invited guest speakers from various career fields visit related content-area classrooms
- teachers nominate students to external programs for career exploration (Summer Science Training Program at UF, Future Medical Leadership Council in DC, Florida STEM Scholars)
- Diversified Cooperative Training

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.** FWHS students will demonstrate proficiency on state-administered FSAs in ELA grades 6-11.
- G2.** The percentage of students making learning gains on state mathematics assessments will improve over the previous year.

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. FWHS students will demonstrate proficiency on state-administered FSAs in ELA grades 6-11. 1a

G049480

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 55.0 |

Resources Available to Support the Goal 2

- Online math practice programs - Algebra Nation
- Seek grants for supplementation of programs - AVID mini grants
- Model classrooms designated with assistance by Instructional Coaches
- Common Planning prior to first period
- Administrative Support/Lead Teachers
- School-wide AVID training
- CPalms Curriculum / Standards / Assessment Trainings
- Instructional Coaches

Targeted Barriers to Achieving the Goal 3

- High student absenteeism and tardiness
- Limited ESE teacher and paraprofessional classroom support for inclusion students
- Loss of instructional time
- Newly adopted standards and assessments

Plan to Monitor Progress Toward G1. 8

Nine-week standards-based assessments

Person Responsible

Cindy Clark

Schedule

Quarterly, from 10/27/2014 to 6/3/2015

Evidence of Completion

Review the data collected for the nine-weeks standards-based assessments.

G2. The percentage of students making learning gains on state mathematics assessments will improve over the previous year. 1a

G049481

Targets Supported 1b

| Indicator | Annual Target |
|------------|---------------|
| Math Gains | 60.0 |

Resources Available to Support the Goal 2

- Model classrooms designated with assistance by Instructional Coaches
- Common Planning prior to first period
- Seek grants for supplementation of programs - AVID mini grants
- Administrative Support/Lead Teachers
- Online math practice programs - Algebra Nation
- CPalms Curriculum / Standards / Assessment Trainings
- School-wide AVID training
- Instructional Coaches

Targeted Barriers to Achieving the Goal 3

- High student absenteeism and tardiness
- Limited ESE teacher and paraprofessional classroom support for inclusion students
- Loss of instructional time
- Newly adopted standards and assessments

Plan to Monitor Progress Toward G2. 8

Nine-week standards-based assessments

Person Responsible

Cindy Clark

Schedule

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

Evidence of Completion

Review the data collected for the nine-weeks standards-based assessments.

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. FWHS students will demonstrate proficiency on state-administered FSAs in ELA grades 6-11. **1**

 G049480

G1.B1 High student absenteeism and tardiness **2**

 B123769

G1.B1.S1 Parent Contact School-Wide **4**

 S135613

Strategy Rationale

Parent involvement supports student attendance

Action Step 1 **5**

Parental Contact School-Wide

Person Responsible

Keith Couey

Schedule

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

Evidence of Completion

Phone Log

Plan to Monitor Fidelity of Implementation of G1.B1.S1 **6**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S2 Excessive Absences- Parent Contact 4

 S135614

Strategy Rationale

Parent involvement supports student attendance

Action Step 1 5

Excessive Absences

Person Responsible

Keith Couey

Schedule

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

Evidence of Completion

Daily absentee report generated by FOCUS

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G1.B2 Limited ESE teacher and paraprofessional classroom support for inclusion students 2

 B123773

G1.B2.S1 Hire additional paraprofessionals 4

 S135620

Strategy Rationale

To replace paraprofessional positions lost over previous years.

Action Step 1 5

Contact district ESE department to request additional paraprofessionals

Person Responsible

Keith Couey

Schedule

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

Evidence of Completion

Acceptance/Rejection of request

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1.B3 Loss of instructional time 2

 B124036

G1.B3.S1 Reduce non-curricular activities that occur during instructional time. 4

 S139269

Strategy Rationale

Maximum use of instructional time for teaching and learning.

Action Step 1 5

Prioritize non-instructional events

Person Responsible

Keith Couey

Schedule

Daily, from 8/29/2014 to 5/29/2015

Evidence of Completion

G1.B3.S2 Minimize non-instructional activities (free time) within the classroom. 4

 S139273

Strategy Rationale

Maximum use of instructional time for teaching and learning.

Action Step 1 5

Administrative expectation of bell-to-bell instruction.

Person Responsible

Keith Couey

Schedule

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

Evidence of Completion

Observation by assigned administrator.

Action Step 2 5

Teacher self-reflection

Person Responsible

Mary Keen

Schedule

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

Evidence of Completion

Reduction in frequency of classroom free time.

G1.B4 Newly adopted standards and assessments **2**

 B127204

G1.B4.S1 Fully understand and implement the newly adopted state standards. **4**

 S139279

Strategy Rationale

The newly adopted standards requires a major transition in teaching and learning.

Action Step 1 **5**

Teachers will participate in professional development related to the newly adopted standards.

Person Responsible

Cindy Clark

Schedule

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

Evidence of Completion

Classroom observation and lesson plans

G2. The percentage of students making learning gains on state mathematics assessments will improve over the previous year. 1

G049481

G2.B1 High student absenteeism and tardiness 2

B123776

G2.B1.S1 Parent Contact School-Wide 4

S135622

Strategy Rationale

Parent involvement supports student attendance

Action Step 1 5

Parental Contact School Wide

Person Responsible

Keith Couey

Schedule

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

Evidence of Completion

Phone log

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Poor Student Attendance

Person Responsible

Schedule

Evidence of Completion

Attendance Data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student Attendance Incentive

Person Responsible

Schedule

Evidence of Completion

Attendance Data

G2.B1.S2 Excessive Absences - Parent Contact 4

 S139319

Strategy Rationale

Parent involvement supports student attendance

Action Step 1 5

Parental Contact School-Wide

Person Responsible

Keith Couey

Schedule

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

Evidence of Completion

Phone Log

Action Step 2 5

Excessive absences

Person Responsible

Keith Couey

Schedule

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

Evidence of Completion

Daily absentee report generated by FOCUS

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G2.B2 Limited ESE teacher and paraprofessional classroom support for inclusion students 2

 B123777

G2.B2.S1 Hire additional paraprofessionals 4

 S135623

Strategy Rationale

To replace paraprofessional positions lost over previous years.

Action Step 1 5

Contact district ESE department to request additional paraprofessionals

Person Responsible

Keith Couey

Schedule

Annually, from 5/29/2015 to 5/29/2015

Evidence of Completion

Acceptance/Rejection of request

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Extended Responses on Formative Assessments and daily assignments

Person Responsible

Schedule

Evidence of Completion

Improved Formative Assessment Scores/ Increased FCAT Scores

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Extended Responses on Formative Assessments and daily assignments

Person Responsible

Schedule

Evidence of Completion

Increased Writing FCAT Scores

G2.B3 Loss of instructional time **2**

 B127275

G2.B3.S1 Reduce non-curricular activities that occur during instructional time. [copy] **4**

 S139341

Strategy Rationale

Maximum use of instructional time for teaching and learning.

Action Step 1 **5**

Prioritize non-instructional events

Person Responsible

Keith Couey

Schedule

Daily, from 8/29/2014 to 5/29/2015

Evidence of Completion

G2.B3.S2 Minimize non-instructional activities (free time) within the classroom. [copy] **4**

 S139343

Strategy Rationale

Maximum use of instructional time for teaching and learning.

Action Step 1 **5**

Administrative expectation of bell-to-bell instruction.

Person Responsible

Keith Couey

Schedule

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

Evidence of Completion

Observation by assigned administrator.

Action Step 2 5

Teacher self-reflection

Person Responsible

Mary Keen

Schedule

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

Evidence of Completion

Reduction in frequency of classroom free time.

G2.B4 Newly adopted standards and assessments 2

 B127276

G2.B4.S1 Fully understand and implement the newly adopted state standards. [copy] 4

 S139347

Strategy Rationale

The newly adopted standards requires a major transition in teaching and learning.

Action Step 1 5

Teachers will participate in professional development related to the newly adopted standards.

Person Responsible

Cindy Clark

Schedule

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

Evidence of Completion

Lesson plans and classroom observations.

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 |
|-------------|--|--------------|-------------------------------|---------------------------------------|----------------------|
| G1.B1.S1.A1 | Parental Contact School-Wide | Couey, Keith | 8/18/2014 | Phone Log | 5/29/2015 monthly |

Columbia - 0123 - Fort White High School - 2014-15 SIP
Fort White High School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|--------------|---|---|---------------------|
| G1.B1.S2.A1 | Excessive Absences | Couey, Keith | 8/18/2014 | Daily absentee report generated by FOCUS | 5/29/2015 daily |
| G1.B2.S1.A1 | Contact district ESE department to request additional paraprofessionals | Couey, Keith | 8/18/2014 | Acceptance/Rejection of request | 5/29/2015 annually |
| G2.B1.S1.A1 | Parental Contact School Wide | Couey, Keith | 8/18/2014 | Phone log | 5/29/2015 monthly |
| G2.B2.S1.A1 | Contact district ESE department to request additional paraprofessionals | Couey, Keith | 5/29/2015 | Acceptance/Rejection of request | 5/29/2015 annually |
| G1.B3.S1.A1 | Prioritize non-instructional events | Couey, Keith | 8/29/2014 | | 5/29/2015 daily |
| G1.B3.S2.A1 | Administrative expectation of bell-to-bell instruction. | Couey, Keith | 8/18/2014 | Observation by assigned administrator. | 5/29/2015 daily |
| G1.B4.S1.A1 | Teachers will participate in professional development related to the newly adopted standards. | Clark, Cindy | 8/18/2014 | Classroom observation and lesson plans | 5/29/2015 weekly |
| G2.B1.S2.A1 | Parental Contact School-Wide | Couey, Keith | 8/18/2014 | Phone Log | 5/29/2015 daily |
| G2.B3.S1.A1 | Prioritize non-instructional events | Couey, Keith | 8/29/2014 | | 5/29/2015 daily |
| G2.B3.S2.A1 | Administrative expectation of bell-to-bell instruction. | Couey, Keith | 8/18/2014 | Observation by assigned administrator. | 5/29/2015 daily |
| G2.B4.S1.A1 | Teachers will participate in professional development related to the newly adopted standards. | Clark, Cindy | 8/18/2014 | Lesson plans and classroom observations. | 5/29/2015 weekly |
| G1.B3.S2.A2 | Teacher self-reflection | Keen, Mary | 8/18/2014 | Reduction in frequency of classroom free time. | 5/29/2015 daily |
| G2.B1.S2.A2 | Excessive absences | Couey, Keith | 8/18/2014 | Daily absentee report generated by FOCUS | 5/29/2015 daily |
| G2.B3.S2.A2 | Teacher self-reflection | Keen, Mary | 8/18/2014 | Reduction in frequency of classroom free time. | 5/29/2015 daily |
| G1.MA1 | Nine-week standards-based assessments | Clark, Cindy | 10/27/2014 | Review the data collected for the nine-weeks standards-based assessments. | 6/3/2015 quarterly |
| G1.B1.S1.MA1 | [no content entered] | | | once | |
| G1.B1.S1.MA1 | [no content entered] | | | once | |
| G1.B2.S1.MA1 | [no content entered] | | | once | |
| G1.B2.S1.MA1 | [no content entered] | | | once | |
| G1.B1.S2.MA1 | [no content entered] | | | once | |
| G1.B1.S2.MA1 | [no content entered] | | | once | |
| G2.MA1 | Nine-week standards-based assessments | Clark, Cindy | 8/18/2014 | Review the data collected for the nine-weeks standards-based assessments. | 5/29/2015 quarterly |
| G2.B1.S1.MA1 | Student Attendance Incentive | | Attendance Data | once | |
| G2.B1.S1.MA1 | Poor Student Attendance | | Attendance Data | once | |
| G2.B2.S1.MA1 | Extended Responses on Formative Assessments and daily assignments | | Increased Writing FCAT Scores | once | |
| G2.B2.S1.MA1 | Extended Responses on Formative Assessments and daily assignments | | Improved Formative Assessment Scores/ Increased FCAT Scores | once | |
| G2.B1.S2.MA1 | [no content entered] | | | once | |
| G2.B1.S2.MA1 | [no content entered] | | | once | |

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. FWHS students will demonstrate proficiency on state-administered FSAs in ELA grades 6-11.

G1.B4 Newly adopted standards and assessments

G1.B4.S1 Fully understand and implement the newly adopted state standards.

PD Opportunity 1

Teachers will participate in professional development related to the newly adopted standards.

Facilitator

Instructional Coaches/TSCs and other qualified personnel

Participants

FWHS faculty/staff

Schedule

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

G2. The percentage of students making learning gains on state mathematics assessments will improve over the previous year.

G2.B4 Newly adopted standards and assessments

G2.B4.S1 Fully understand and implement the newly adopted state standards. [copy]

PD Opportunity 1

Teachers will participate in professional development related to the newly adopted standards.

Facilitator

Instructional Coaches/TSCs and other qualified personnel

Participants

FWHS faculty/staff

Schedule

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

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: FWHS students will demonstrate proficiency on state-administered FSAs in ELA grades 6-11. | 5,000 |
| Goal 2: The percentage of students making learning gains on state mathematics assessments will improve over the previous year. | 5,000 |
| Grand Total | 10,000 |

Goal 1: FWHS students will demonstrate proficiency on state-administered FSAs in ELA grades 6-11.

| Description | Source | Total |
|--|---------------|--------------|
| B4.S1.A1 - SEEC/TIF federal grant | Other Federal | 5,000 |
| Total Goal 1 | | 5,000 |

Goal 2: The percentage of students making learning gains on state mathematics assessments will improve over the previous year.

| Description | Source | Total |
|--|---------------|--------------|
| B4.S1.A1 - SEEC/TIF federal grant | Other Federal | 5,000 |
| Total Goal 2 | | 5,000 |