

Columbia County School District

Fort White High School



2016-17 School Improvement Plan

Fort White High School

17828 SW STATE ROAD 47, Fort White, FL 32038

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 6-12	No	85%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Columbia County School Board on 10/25/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Fort White High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

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

2. School Environment

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

An orientation/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 (i.e., Parent Universities, College and Career Readiness Academy Family Night).

b. 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 policies for students in need. The school employs two resource officers and two security guards to help ensure student safety and they also act as mentors for students. School Resource Officers also provide training and workshops addressing bullying and cyber-bullying for students.

c. 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 School District's Student 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 and/or refer to discipline. Consequences are addressed through use of a Discipline Rubric/Grid to ensure consistency and fairness. Middle school teachers also employ components of the CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) program as a management tool.

d. 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 TIPS, Student Government Association, Take Stock in Children, CCRA (College and Career Readiness Academy), and athletics. Other programs are available as needed, such as the school district pregnancy resource teacher, community volunteer mentors, and an on-campus Meridian counselor.

3. 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).

a. 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. Data chats address 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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	10	21	29	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	26	75	83	0	0	0	0	184
Course failure in ELA or Math	0	0	0	0	0	0	13	30	7	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	0	0	0	36	70	64	0	0	0	0	170
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	20	75	32	0	0	0	0	127

c. 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 an ELA intensive instruction course to assist the student in achieving learning gains and/or proficiency.
- ~Students who score a level 1 or 2 on Florida's statewide assessments receive individualized and small group instruction through services of a part-time tutor provided through Title VI funds.
- ~Morning tutorials are provided weekly for all students wishing additional assistance in academics.

~Mandatory Parent Meetings are scheduled twice yearly to address identified academic concern for students (1st 9-Weeks and end of Semester 1).

Students in grades 9, 11, and 12 who have not passed the Reading FSA are placed in a Research or Critical Thinking (Reading Intervention) course.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Fort White High School facilitate two-way positive communication between parents and faculty through: emails, phone calls, newsletters, quarterly progress reports, report cards, conferences, Open House, Tribal Council, SAC involvement, Facebook, school website, Parent Universities, and Program Showcase (Ed. 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 gathering, student led Community Water Festival, Indian Uprising for homecoming, CCRA Family Night, and an Alumni homecoming dinner.

2. 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 gathering, and Shiloh Baptist Church (student performance venue). Fort White High School also encourages community members and stakeholders to serve on its School Advisory Council.

C. 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).

1. School Leadership Team

a. 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

b. Duties

1. 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 Rtl (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)
- *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.

2. 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 is to ensure high quality instruction/intervention is matched to student needs, using student performance data 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 and relies on input from instructors. Mr. Keith Couey, Principal, is responsible for coordinating SBLT activities.

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/TIF Grant: Monies are distributed equitably throughout the schools for professional development through the county office. Title II also supports salaries for instructional coaches and teacher support colleagues.

~Title I (Part C Migrant): Students are identified and referred to the North Florida Migrant Center in Alachua county. Services include summer enrichment, 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 a minimum of two (2) part-time tutors for Intensive Reading and Credit Recovery programs and provides salaries for summer enrichment (i.e., Algebra Boot Camp), Study Island and Achieve 3000.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Keith Couey	Principal
Cindy Clark	Teacher
John Gherna	Teacher
Donnell Sanders	Business/Community
Peggy Amaya	Teacher
Jeana Crenshaw	Business/Community
Jolene Bullard	Parent
June Green	Business/Community
Jackie Britt	Teacher
Esmeralda Lando	Student
Valerie Adams	Parent
Jackie Britt	Teacher
William Register	Business/Community
Amy Grunder	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

During the second SAC meeting of each school year, the previous School Improvement Plan and student/school-wide data are evaluated and noted in SAC Meeting Minutes.

b. 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 development of the SIP. All members receive a copy of the School Improvement Plan for final approval.

c. Preparation of the school's annual budget and plan

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

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

Middle School and AVID Planners- \$1,895.28
Support of FWHS Parknership Program- \$3,000.00
Scholastic Action Magazine Subscription (Richardson)- \$247.23
Travel Expenses to State Science Fair (2 Students)- \$500.00

Total Expenditures: \$5,642.51

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Keen, Mary	Assistant Principal
Couey, Keith	Assistant Principal
Duval, Jay	Assistant Principal
Clark, Cindy	Assistant Principal
Giberti, Joey	Guidance Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Fort White High School's Literacy Leadership Team is comprised of a minimum of 8 instructors and support personnel from all subject areas. Barbara Moore, Instructional Coach serves as a LLT member. School wide literacy activities are planned within the LLT. It is an expectation of the LLT to lead and support fellow colleagues in ensuring literacy is embedded in all academic and elective subjects. Through literacy 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.

D. 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).

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

Teachers are provided common planning time once monthly on Tuesdays from 8:00 am to 8:35 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 implemented a teacher School Improvement Learning Lab (SILL) Professional Learning Community. SILL PLC is offered in the school media center one day per week after the teacher contract day. The hours of operation are from 3:30 until 5:00 and teachers are paid at the CCSD stipend rate for attending and actively contributing to the work of the session(s). The learning lab is facilitated by one or more Teacher Support Colleagues (TSC), instructional coaches, teacher leaders, or administrators. Facilitators under contract as teachers will be provided a stipend.

Teachers will also participate in professional development and collaborative activities during identified professional development days.

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

*New teachers are paired with a mentor during the summer for 6 to 12 hours to provide necessary support. New teachers and mentors are provided a stipend.

*Orientation for new teachers with principal, peer teachers, and support staff

*Regular meetings of new teachers with the principal/designee

*New teachers are assigned peer-teachers

*Professional Development for new teachers-School/NEFEC/County/State/Online

*Partnership with Florida Gateway College and Saint Leo University

*UF Teacher Recruitment (job fair)

*TIF Grant

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

*New teachers are assigned a mentor during the summer months in preparation for the school year

*New teachers are assigned to peer teachers with a comparable subject area certification

*County and school administration provide in-service/support

*Instructional Coach/Teacher Support Colleague provide in-service/support on an as needed basis

*New teachers actively participate in peer observations

These activities/supports will provide opportunities to grow professionally and further develop effective teaching strategies/skills while promoting professionalism.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 State Standards. Teachers access CPalms for curriculum standards, FSA-like mini-assessment questions, and sample lessons. They also access Florida State Assessments for Test Specification Manuals and practice tests. Teachers develop pre/post assessments and nine-week, benchmark-specific assessments as progress monitoring tools.

b. Instructional Strategies

1. 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:

- Absences
- Disciplinary referrals
- Classroom grade
- Previous year's data including gains/losses
- Mini assessment data
- Needed scores for current year's proficiency

Teachers receive support and participate in additional professional development activities addressing differentiation and preparedness for state assessments.

2. 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: 2,640

The purpose of the Algebra Boot Camp is to provide students Algebra 1 remediation for a three week duration. The boot camp was designed to engage students academically utilizing a variety of teaching and learning modalities. Students were given a pre-test and post-test to evaluate learning gains. The Algebra Boot Camp was available to any student who did not successfully pass the Algebra 1 EOC. The Algebra Boot Camp was funded through Title VI funds.

Strategy Rationale

To avoid summer regression and afford students the opportunity to remediation and successfully pass the Algebra 1 EOC.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Keen, Mary, mary.keen@suwannee.k12.fl.us

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

A pre-test was administered at the beginning of the session. All Algebra Boot Camp participants took the PERT assessment the last day of boot camp, which served as the post-assessment. During July participants took the Algebra 1 Retake. Approximately 50 % of participants passed either the Algebra 1 EOC, PERT, or both. A notebook of all data was collected and provided to administration. Due to the success of this model, plans are underway for an Algebra Boot Camp to be offered during the summer of 2017.

2. Student Transition and Readiness

a. 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).

1. 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
- ~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 and parent/student orientation during Pre-planning
- ~Parent University to address study skills, homework help, and academic resources for students and parents

b. College and Career Readiness

1. 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 postsecondary choices. A scholarship boot camp is held during the fall and spring semesters. During the boot camps, seniors are assisted in completing the FAFSA and college scholarship applications. Local college representatives are available to provide program information. College and Career Readiness elective classes are implemented in grades 6 through 8 and grade 12, with teachers at all levels incorporating research-based WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to promote college and career readiness. CCRA students participate in college tours and postsecondary preparation activities throughout the year. Fort White High School is also participating in the BARR (Building Assets, Reducing Risks) Program in grades 9-12.

2. 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. The following programs are available to FWHS students:

- *Health Science - CNA Certification
- *Building and Construction - NCCER Electrical or Carpentry Certification
- *Animal Science, Technical Ag Operations, Vet Assisting - Florida Farm Bureau Agriscience Certification
- *Culinary Arts - ServSafe Certification
- *AV and Arts - ADOBE Certification or Microsoft Office Certification
- *Entrepreneurship - Microsoft Office Certification
- *Applied Engineering Technology - Autodesk Certification
- *Guided Workplace Learning

3. 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 collaborate efforts to integrate career and technical education with academic courses. CTE instructors provide contextualized instruction incorporating all core academic areas and partner with core subject areas for many project-based learning activities (i.e., Nutrients for Life Project works collaboratively with science programs).

4. 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 postsecondary 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 (SGA, FFA, 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 (Guided Workplace Learning).

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Through collaborative planning, Fort White High School will increase parent involvement in educational activities by a minimum of 10% compared to 2015-2016 parent involvement participation logs.

- G2.** Through strategic planning and implementation of more rigorous and relevant instruction, Fort White High School students will show increased proficiency on all state standardized assessments over the 2015-2016 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Through collaborative planning, Fort White High School will increase parent involvement in educational activities by a minimum of 10% compared to 2015-2016 parent involvement participation logs. 1a

G088366

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	60.0

Targeted Barriers to Achieving the Goal 3

- Parents feeling they are unable to help with school-work.
- Language barriers
- Parent attitudes about school (Perceived)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Support Colleague
-
- School Improvement Learning Lab Professional Learning Community (SILL PLC)
- Teacher Mini-Grants
- District Staff

Plan to Monitor Progress Toward G1. 8

Evaluations will be reviewed

Person Responsible

Mary Keen

Schedule

Semiannually, from 12/15/2016 to 5/31/2017

Evidence of Completion

Book study portfolio containing all materials utilized for study, including parent evaluations, parent attendance logs, parent/teacher meeting logs, end of year parent survey results, etc.

G2. Through strategic planning and implementation of more rigorous and relevant instruction, Fort White High School students will show increased proficiency on all state standardized assessments over the 2015-2016 school year. 1a

G088367

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	50.0
FSA Science Achievement	60.0
Civics EOC Pass	52.0

Targeted Barriers to Achieving the Goal 3

- High student absenteeism and tardiness
- Newly adopted standards and FSA assessments

Resources Available to Help Reduce or Eliminate the Barriers 2

- Web-based curriculum resources
- Seek grants for supplementation of programs - CCRA mini grants
- Model classrooms designated with assistance by Instructional Coaches
- Administrative Support/Lead Teachers
- School-wide AVID training
- CPalms Curriculum / Standards / Assessment Trainings/FSA Portal
- Instructional Coach/Teacher Support Colleague

Plan to Monitor Progress Toward G2. 8

Data (Student/teacher) will be reviewed to address SIP Goal throughout year

Person Responsible

Keith Couey

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Inclusion monitoring logs, student data, teacher lesson plans, professional development logs (SLL Participation), parent participation in school events, etc.

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. Through collaborative planning, Fort White High School will increase parent involvement in educational activities by a minimum of 10% compared to 2015-2016 parent involvement participation logs. **1**

 G088366

G1.B1 Parents feeling they are unable to help with school-work. **2**

 B235050

G1.B1.S1 Provide Parent Universities and other programs targeting parents to address how to support their students **4**

 S247791

Strategy Rationale

Parents may need additional resources and support to feel more confident in helping their child(ren) academically.

Action Step 1 **5**

Provide a minimum of three parent programs (Parent University, Parent Meetings for Struggling Students, etc.) throughout the year to encourage parent participation and interaction

Person Responsible

Mary Keen

Schedule

Quarterly, from 9/20/2016 to 5/31/2017

Evidence of Completion

Informational flyers, agendas, parent sign-in logs, etc.

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

Review plans and agendas

Person Responsible

Mary Keen

Schedule

Semiannually, from 9/20/2016 to 5/31/2017

Evidence of Completion

Agendas, parent sign-in logs, etc.

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

Review evaluative measures

Person Responsible

Mary Keen


Schedule

Quarterly, from 9/20/2016 to 5/31/2017

Evidence of Completion

Agendas, parent sign-in sheets, evaluation forms, etc.

G1.B1.S2 Encourage parents to participate in a book-study addressing academic and emotional support for students **4**

 S247792

Strategy Rationale

Through participation, parents will develop a stronger rapport with FWHS and also learn how to better support their students.

Action Step 1 **5**

Parents will participate in a book study facilitated by teachers. The selected book will address key ways parents can support and encourage their students in becoming academically successful.

Person Responsible

Mary Keen

Schedule

Semiannually, from 10/3/2016 to 5/31/2017

Evidence of Completion

Participation Logs, agendas, etc.

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

Administrator will collaborate with assigned staff facilitating book study regularly

Person Responsible

Mary Keen

Schedule

Semiannually, from 11/30/2016 to 5/31/2017

Evidence of Completion

Parent sign-in logs, book study agendas, etc.

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

Continuous collaboration with facilitators

Person Responsible

Mary Keen

Schedule

Semiannually, from 11/30/2016 to 5/31/2017

Evidence of Completion

Book study participants' evaluations

G1.B2 Language barriers 2

 B235051

G1.B2.S1 Encourage Non-English speaking parents to become more involved in school activities and functions 4

 S247793

Strategy Rationale

By ensuring that non-English speaking parents are involved, family literacy skills will improve among students and possibly parents.

Action Step 1 5

Provide translators during parent meetings and encourage regular parent/teacher interaction throughout year

Person Responsible

Joey Giberti

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Meeting logs and notes

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

Regular collaboration with guidance staff and review of parent meeting notes

Person Responsible

Cindy Clark

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Parent/Teacher meeting logs and notes

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

Collaboration with Guidance Staff

Person Responsible

Cindy Clark

Schedule

Quarterly, from 8/22/2016 to 5/31/2017


Evidence of Completion

Meeting notes

G1.B3 Parent attitudes about school (Perceived) 2

 B235052

G1.B3.S1 Encourage ongoing communication with parents and community members regarding school activities and programs 4

 S247794

Strategy Rationale

Through ongoing communication parents and the community will feel that they are more aware of FWHS activities and programs and will be more likely to participate and become involved.

Action Step 1 5

Fort White High School will utilize the following strategies in disseminating information to parents and the community: newsletters, website, Facebook, School Messenger, radio, and student/parent flyers.

Person Responsible

Keith Couey

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Regular review of communications and parent feedback

Person Responsible

Mary Keen

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Communication resources

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Parent Feedback Survey

Person Responsible

Mary Keen

Schedule

On 5/31/2017

Evidence of Completion

Parent Survey Results

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Parent Feedback Survey

Person Responsible

Mary Keen

Schedule

On 5/31/2017

Evidence of Completion

Parent Survey Results

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Parent Feedback Survey

Person Responsible

Mary Keen

Schedule

On 5/31/2017

Evidence of Completion

Parent Survey Results

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Parent Feedback Survey

Person Responsible

Mary Keen

Schedule

On 5/31/2017

Evidence of Completion

Parent Survey Results

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Parent Feedback Survey

Person Responsible

Mary Keen

Schedule

On 5/31/2017

Evidence of Completion

Parent Survey Results

G1.B3.S2 Encourage positive collaboration during parent contact and parent/teacher conferences 4

S247795

Strategy Rationale

Parents are more likely to develop a positive rapport when teachers and staff communicate effectively with parents

Action Step 1 5

Review periodically effective strategies for parent communication and parent/teacher conferences

Person Responsible

Joey Giberti

Schedule

Semiannually, from 8/8/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Person Responsible

Schedule

Evidence of Completion

G2. Through strategic planning and implementation of more rigorous and relevant instruction, Fort White High School students will show increased proficiency on all state standardized assessments over the 2015-2016 school year. 1

G088367

G2.B1 High student absenteeism and tardiness 2

B235053

G2.B1.S1 Parent Contact School-Wide through phone calls, emails, newsletters, syllabi, etc. 4

S247796

Strategy Rationale

Parent involvement supports student attendance

Action Step 1 5

Teachers will maintain contact with parents throughout year via phone contact, email, and/or parent-teacher conferences.

Person Responsible

Keith Couey

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Phone/contact logs, parent-teacher conference forms, or other contact documentation

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

Mr. Couey will conduct quarterly reviews of phone/contact logs, parent-teacher conference documentation, Parent University/Parent Meeting attendance logs, and other documentation

Person Responsible

Keith Couey

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Phone/contact logs, parent-teacher conference documentation, Parent University/Parent Meeting attendance logs, and other documentation

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

Comparison of student absences from previous school year to present school year.

Person Responsible

Keith Couey


Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Reduction in student absences as compared to previous school year.

G2.B1.S2 Excessive Absences- Parent Contact 4

 S247797

Strategy Rationale

Parent involvement supports student attendance

Action Step 1 5

Excessive Absences

Person Responsible

Keith Couey

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Absentee report generated by FOCUS

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

Parent contact of students with excessive absences.

Person Responsible

Keith Couey

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Call out log generated by FOCUS system and parent contact logs of teachers.

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

Review of attendance clerk's records and teacher call-out logs.

Person Responsible

Keith Couey

Schedule

On 5/31/2017

Evidence of Completion

Attendance data generated by Focus

G2.B1.S3 Parent Universities-Utilize to address negative impact of absenteeism upon academic success

4

S247798

Strategy Rationale

Parent involvement supports student attendance

Action Step 1 5

Prepare "Student Success Newsletter" addressing absenteeism and related helpful hints for parents to be distributed during Parent University, parent teacher conferences, and throughout the year.

Person Responsible

Mary Keen

Schedule

On 9/14/2016

Evidence of Completion

Copies of Student Success Newsletter by grade level

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Address absentee policy and importance of regular school attendance

Person Responsible

Mary Keen

Schedule

Semiannually, from 9/12/2016 to 2/17/2017

Evidence of Completion

Parent University agenda, attendance log, parent resources addressing attendance/academic success

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Review attendance data of participants in Parent University and/or Mandatory Parent Meeting

Person Responsible

Mary Keen

Schedule

Quarterly, from 9/10/2015 to 5/31/2016

Evidence of Completion

Attendance data, academic data

G2.B2 Newly adopted standards and FSA assessments 2

 B235054

G2.B2.S1 Fully understand and implement the newly adopted state standards. 4

 S247799

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

Mary Keen

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Classroom observation and lesson plans

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

Classroom Walkthroughs

Person Responsible

Keith Couey

Schedule

Annually, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson plans and observation notes.

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

Classroom observations and lesson plan documentation

Person Responsible

Keith Couey

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Weekly lesson plans and classroom observation notes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S2.MA1 M336177	[no content entered]		No Start Date		No End Date one-time
G1.B3.S2.MA1 M336178	[no content entered]		No Start Date		No End Date one-time
G2.B1.S3.MA1 M336184	Review attendance data of participants in Parent University and/or Mandatory Parent Meeting	Keen, Mary	9/10/2015	Attendance data, academic data	5/31/2016 quarterly
G2.B1.S3.A1 A322820	Prepare "Student Success Newsletter" addressing absenteeism and related helpful hints for parents...	Keen, Mary	8/15/2016	Copies of Student Success Newsletter by grade level	9/14/2016 one-time
G2.B1.S3.MA1 M336185	Address absentee policy and importance of regular school attendance	Keen, Mary	9/12/2016	Parent University agenda, attendance log, parent resources addressing attendance/academic success	2/17/2017 semiannually
G2.B1.S1.MA1 M336181	Mr. Couey will conduct quarterly reviews of phone/contact logs, parent-teacher conference...	Couey, Keith	8/15/2016	Phone/contact logs, parent-teacher conference documentation, Parent University/Parent Meeting attendance logs, and other documentation	5/31/2017 quarterly
G1.B2.S1.MA1 M336170	Regular collaboration with guidance staff and review of parent meeting notes	Clark, Cindy	8/22/2016	Parent/Teacher meeting logs and notes	5/31/2017 quarterly
G1.B2.S1.A1 A322815	Provide translators during parent meetings and encourage regular parent/teacher interaction...	Giberti, Joey	8/22/2016	Meeting logs and notes	5/31/2017 quarterly
G1.B3.S1.MA1 M336171	Parent Feedback Survey	Keen, Mary	5/1/2017	Parent Survey Results	5/31/2017 one-time
G1.B3.S1.MA1 M336172	Parent Feedback Survey	Keen, Mary	5/1/2017	Parent Survey Results	5/31/2017 one-time
G1.B3.S1.MA1 M336173	Parent Feedback Survey	Keen, Mary	5/1/2017	Parent Survey Results	5/31/2017 one-time
G1.B3.S1.MA1 M336174	Parent Feedback Survey	Keen, Mary	5/1/2017	Parent Survey Results	5/31/2017 one-time
G1.B3.S1.MA1 M336175	Parent Feedback Survey	Keen, Mary	5/1/2017	Parent Survey Results	5/31/2017 one-time
G1.B3.S1.MA1 M336176	Regular review of communications and parent feedback	Keen, Mary	8/15/2016	Communication resources	5/31/2017 quarterly
G1.B3.S1.A1 A322816	Fort White High School will utilize the following strategies in disseminating information to...	Couey, Keith	8/15/2016		5/31/2017 weekly
G2.B1.S1.MA1 M336180	Comparison of student absences from previous school year to present school year.	Couey, Keith	8/15/2016	Reduction in student absences as compared to previous school year.	5/31/2017 quarterly
G1.B2.S1.MA1 M336169	Collaboration with Guidance Staff	Clark, Cindy	8/22/2016	Meeting notes	5/31/2017 quarterly
G2.B1.S1.A1 A322818	Teachers will maintain contact with parents throughout year via phone contact, email, and/or...	Couey, Keith	8/15/2016	Phone/contact logs, parent-teacher conference forms, or other contact documentation	5/31/2017 monthly
G2.B2.S1.MA1 M336186	Classroom observations and lesson plan documentation	Couey, Keith	8/31/2016	Weekly lesson plans and classroom observation notes.	5/31/2017 monthly
G2.B2.S1.MA1 M336187	Classroom Walkthroughs	Couey, Keith	8/15/2016	Lesson plans and observation notes.	5/31/2017 annually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1 A322821	Teachers will participate in professional development related to the newly adopted standards.	Keen, Mary	8/15/2016	Classroom observation and lesson plans	5/31/2017 monthly
G1.B1.S2.MA1 M336167	Continuous collaboration with facilitators	Keen, Mary	11/30/2016	Book study participants' evaluations	5/31/2017 semiannually
G1.B1.S2.MA1 M336168	Administrator will collaborate with assigned staff facilitating book study regularly	Keen, Mary	11/30/2016	Parent sign-in logs, book study agendas, etc.	5/31/2017 semiannually
G1.B1.S2.A1 A322814	Parents will participate in a book study facilitated by teachers. The selected book will address...	Keen, Mary	10/3/2016	Participation Logs, agendas, etc.	5/31/2017 semiannually
G1.B1.S1.A1 A322813	Provide a minimum of three parent programs (Parent University, Parent Meetings for Struggling...	Keen, Mary	9/20/2016	Informational flyers, agendas, parent sign-in logs, etc.	5/31/2017 quarterly
G1.B1.S1.MA1 M336166	Review plans and agendas	Keen, Mary	9/20/2016	Agendas, parent sign-in logs, etc.	5/31/2017 semiannually
G1.B3.S2.A1 A322817	Review periodically effective strategies for parent communication and parent/ teacher conferences	Giberti, Joey	8/8/2016		5/31/2017 semiannually
G2.B1.S2.MA1 M336182	Review of attendance clerk's records and teacher call-out logs.	Couey, Keith	8/15/2016	Attendance data generated by Focus	5/31/2017 one-time
G2.B1.S2.MA1 M336183	Parent contact of students with excessive absences.	Couey, Keith	8/15/2016	Call out log generated by FOCUS system and parent contact logs of teachers.	5/31/2017 monthly
G2.B1.S2.A1 A322819	Excessive Absences	Couey, Keith	8/15/2016	Absentee report generated by FOCUS	5/31/2017 monthly
G1.B1.S1.MA1 M336165	Review evaluative measures	Keen, Mary	9/20/2016	Agendas, parent sign-in sheets, evaluation forms, etc.	5/31/2017 quarterly
G2.MA1 M336188	Data (Student/teacher) will be reviewed to address SIP Goal throughout year	Couey, Keith	8/15/2016	Inclusion monitoring logs, student data, teacher lesson plans, professional development logs (SLL Participation), parent participation in school events, etc.	5/31/2017 monthly
G1.MA1 M336179	Evaluations will be reviewed	Keen, Mary	12/15/2016	Book study portfolio containing all materials utilized for study, including parent evaluations, parent attendance logs, parent/teacher meeting logs, end of year parent survey results, etc.	5/31/2017 semiannually

V. Professional Development Opportunities

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

G1. Through collaborative planning, Fort White High School will increase parent involvement in educational activities by a minimum of 10% compared to 2015-2016 parent involvement participation logs.

G1.B3 Parent attitudes about school (Perceived)

G1.B3.S2 Encourage positive collaboration during parent contact and parent/teacher conferences

PD Opportunity 1

Review periodically effective strategies for parent communication and parent/teacher conferences

Facilitator

Joey Gibert and Bobbie Moore

Participants

Teachers

Schedule

Semiannually, from 8/8/2016 to 5/31/2017

G2. Through strategic planning and implementation of more rigorous and relevant instruction, Fort White High School students will show increased proficiency on all state standardized assessments over the 2015-2016 school year.

G2.B2 Newly adopted standards and FSA assessments

G2.B2.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

Monthly, from 8/15/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide a minimum of three parent programs (Parent University, Parent Meetings for Struggling Students, etc.) throughout the year to encourage parent participation and interaction	\$0.00			
2	G1.B1.S2.A1	Parents will participate in a book study facilitated by teachers. The selected book will address key ways parents can support and encourage their students in becoming academically successful.	\$0.00			
3	G1.B2.S1.A1	Provide translators during parent meetings and encourage regular parent/teacher interaction throughout year	\$0.00			
4	G1.B3.S1.A1	Fort White High School will utilize the following strategies in disseminating information to parents and the community: newsletters, website, Facebook, School Messenger, radio, and student/parent flyers.	\$0.00			
5	G1.B3.S2.A1	Review periodically effective strategies for parent communication and parent/teacher conferences	\$0.00			
6	G2.B1.S1.A1	Teachers will maintain contact with parents throughout year via phone contact, email, and/or parent-teacher conferences.	\$0.00			
7	G2.B1.S2.A1	Excessive Absences	\$0.00			
8	G2.B1.S3.A1	Prepare "Student Success Newsletter" addressing absenteeism and related helpful hints for parents to be distributed during Parent University, parent teacher conferences, and throughout the year.	\$0.00			
9	G2.B2.S1.A1	Teachers will participate in professional development related to the newly adopted standards.	\$5,000.00			
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other Federal		\$5,000.00
<i>Notes: SEEC/TIF federal grant</i>						
Total:						\$5,000.00