

Columbia County School District

Columbia High School



2017-18 Schoolwide Improvement Plan

Columbia High School

469 SE FIGHTING TIGER DR, Lake City, FL 32025

<http://chs.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 9-12	No	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 11/28/2017.

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 that has a school grade of D or F.

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	23
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	39
Appendix 2: Professional Development and Technical Assistance Outlines	41
Professional Development Opportunities	41
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	43

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Columbia High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Columbia High School is to ensure an environment where academic excellence is achieved by every student according to state and national standards. We will provide an organized support system to ensure student success.

b. Provide the school's vision statement.

Summary

Columbia High School is committed to providing a challenging, relevant education for all students. CHS will ensure the availability of programs and learning experiences that promote the academic achievement and personal growth of every student.

We will:

Be a diverse community that celebrates and nurtures all of its members by promoting positive culture inside and outside of school.

Maintain a central role in the community by involving parents, stakeholders, local agencies, and businesses in the school's daily existence.

Provide a safe, orderly, and productive learning environment in which students can communicate effectively, think critically, solve problems, use relevant technology, and learn occupational skills through a range of curricular and extra-curricular activities.

Build capacity for high academic standards: Our students will become responsible, innovative learners accountable for their own academic and developmental progress, while still able to work collaboratively.

CHS staff and parents will each do their part to produce lifelong learners who make positive contributions to their communities, whether it's locally, regionally, nationally, or even globally.

2. School Environment

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

In the opening days of every year, CHS teachers formulate classroom community building activities where students learn about their peers and introduce themselves, and/or others, to the class and teacher. Many teachers also utilize student surveys that asks students information about their personal history, interests and individual background.

Teachers also introduce themselves to their students, providing them information on their educational, professional and personal backgrounds (family, hobbies, interests, etc.)

In some classes, teachers have students do full presentations about themselves, along with visual aids, so that students can share their cultural heritage, experiences, and personal backgrounds.

When issues or problems arise in the classroom, teachers are required to talk to the students first to decide on amicable ways and means for conflict or problem resolution whether it be academic or behavioral. Teachers intercede and use this process rather than write discipline referrals as first line of action. If a discipline referral is warranted, then it is handled according to the Student Code of

Conduct and school discipline grid.

For the 2017-18 school year most teachers are also using 180 Connections developed by the Rachel's Challenge organization as a way to reflect and share life experience, with the goal of connecting, building relationships and developing as a classroom and school community.

We recognize and are working to address the social and emotional development of our students and faculty. This is now part of our regular MO and also a component of the i3 grant (UNISON project) we are part of through 2019.

In all of 9th grade classes, we have implemented BARR (Building Assets Reducing Risks) teams which is a culture based program that is nationally recognized and being implemented across the U.S. This program is a part of the i3 grant process at Columbia High School.

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

Columbia High school continues to work through positive behavior reinforcement to reduce fighting at school and to increase the acceptance of positive supportive cultures for ALL students within the educational facility. For a minimum of thirty minutes before and after the school day, students are supervised by staff members on a regular duty schedule. Faculty and staff are oftentimes available for questions and concerns during this time period.

Guidance office is open to students to meet with counselors, even without an appointment, depending on circumstances.

Students are often referred for counseling by teachers, administrators and other staff members as needed.

Faculty & staff are ready and willing to address student issues, with administrators able, ready and willing to talk with students at any time, being present and visible through all transition periods, including lunch, class changes, before and after school.

A full-time school resource officer and two full-time security guards oversee the campus exterior and inside the school, as well as the dismissal process for car and bus riders.

All teachers are instructed to lock their classroom doors during class; stand at their doors during class change and follow a morning and afternoon duty schedule to help monitor all student activity.

Cameras are found throughout the school and each administrator and security personnel has computer/mobile access to the recordings.

All visitors must check in at the main office and have their ID scanned via the KeepNTrack propriety system, which prints out a sticker for the visitor(s) and features their name, picture, time of arrival, and destination/business within the school.

Any reports of unsafe conditions, student bullying or disrespect by other students, faculty or staff are immediately assessed and addressed by CHS staff and administration, along with district administrative support where applicable.

A crisis response team and crisis protocol are fully developed and in place.

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.

CHS uses a progressive "discipline grid" that utilizes specific classes of behavioral referrals (1 to 3) and a graduated list of enforcements relative to the number of disciplinary offenses.

The grid is fully aligned to the school-board approved Pupil Progression Plan and Student Code of Conduct for secondary students, regarding school board policy.

Further, CHS uses positive reinforcement for students without behavioral referrals and excellent academic performance through its STRIPES program, whereby student can be entered into drawings for rewards using funds donated by community partners.

All teachers are trained in how to address student behavioral incidents, including the protocol for seeking parent help for students with Class 1 offenses and utilizing classroom management

procedures before referring a student for discipline. Most teachers also have CHAMPS training and are prepared to utilize those strategies for classroom management and safety. Other systems in place may include a parent conference with teachers, guidance counselors, student, parents, and administrators. For students who receive special services, this may also include the school staffing specialist, and ESE coordinator.

Where possible, CHS seeks to address the elimination or modification of the behavior using MTSS protocols for behavior so that the student can continue to attend classes and receive the full range of core academic instruction and interventions.

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 assigned to each grade level (9-12), in addition to a college/career counselor.

These counselors are available to students at all times throughout the school day.

Student-teacher relationships are emphasized and teachers are trained in when and how to report to administration and guidance for student counseling referrals, as well as law enforcement and/or the Department of Children and Families, where required or necessary.

Students are encouraged to talk to administrators or any teacher at any time regarding social-emotional and academic needs/concerns.

Administrators are available, present and visible throughout the day, including before and after school, during lunch period and between classes.

BARR program is being implemented across the 9th grade classes, and is a substantial and integral part of meeting the social and emotional needs of students. Part of the program is an i-Time curriculum that teaches social/emotional lessons to students. These lessons are taught on a rotating basis by 9th grade core teachers.

Social and emotional learning is central focus of CHS, with training provided to all faculty and staff through the i3 grant (UNISON project).

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

CHS uses a comprehensive system of measurements of student data that are proven indicators of severe detriment to student success.

These include:

- Attendance below 90%, including OSS
- One or more suspensions (ISS, OSS)
- Course failure in core subject required for graduation (ELA, Math, Science, Social Studies.)
- A Level 1 score on the statewide, standardized assessments in ELA or Math (FCAT Reading and/or Alg. 1 previously, now FSA ELA and Math EOCs)
- Tardies that exceed 4 in a 9 week grading period

This data is reviewed both quarterly and at semester end to determine specific strategies to address student success, including determining mitigating factors, and even potential placement for services, academic and/or behavioral interventions and improvement plans (MTSS), and/or, when necessary, the data is also used for recommendations for different pathways and supports to graduation (credit recovery, etc.).

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	0	0	0	71	95	118	154	438
One or more suspensions	0	0	0	0	0	0	0	0	0	53	50	46	28	177
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	30	70	62	50	212
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	124	210	202	141	677

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	0	0	0	58	103	115	95	371

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

Students are placed into remediation classes, including Research/Critical Thinking and/or intensive math or Algebra I Credit Recovery, if scoring below grade level proficiency on the statewide assessment. This year 10th grade will not feature a separate literacy intervention course, however, literacy interventions will be provided within regular coursework, with progress monitoring conducted. Further, students who fail ELA, Math or any other core subject are able to take a portion of their courses in a credit recovery computer lab. They are allowed to make up the courses they've failed while still taking other core courses during the remainder of the day.

Students with IEPs receive a behavior manifestation hearing following more than 10 days of suspension in a given year, a functional behavior assessment is also completed, which includes a behavior contract agreed to and signed by the student, teacher(s) and administrator.

Attendance: For every student who has more than 10 days of absences total, or misses more than 3 consecutive days, attendance staff contacts the family to try to obtain reasoning for non-attendance. If students continue to miss school for non-medical issues, are not able to keep or receive their drivers' license due to truancy. Further, parents are contacted by attendance when students are repeatedly absent. For students who are continually truant, legal proceedings may be initiated by the school district against the parent, as long as the student is under 18 and not yet withdrawn from school.

Further, students have the option of attending Adult Ed to complete their diploma, if they have extenuating circumstances that prevent their attending during the regular school day.

Additionally, with the BARR program all 9th grade student's academic progress is closely monitored through regular (weekly or twice-weekly) meetings. Students who consider to display academic decline are referred to risk review meetings to address reasons and interventions for the student, along with potential referrals to social services, family outreach, etc. to address issues causing the academic failure.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

CHS is an open campus that welcomes all parents and family members who follow established security and safety procedures by checking in at the main office and following established procedures.

Teachers are supported (and the expectation is regularly communicated) in establishing open communication with parents early and often through multiple modes of communication, such as phone, e-mail, text message, google classroom, Social media, REMIND and teacher web pages. Open House is held in September of every year, which involves parents following a modified version of their student's schedule to visit the classrooms and meet with the teachers to learn more about the class and address any questions or concerns that they may have. The event is held in the evening after the typical work day to allow for more family participation.

Throughout the school year CHS plan several activities to provide opportunities for parents to learn about our school and how to help students and parents gain knowledge about the college admissions process and financial aid.

Progress reports are also sent home each mid-quarter so that students and parents can be aware of their current progress. An online parent portal to view current student grades for each class is available through the FOCUS SIS used by the school district.

The school Web site features a great deal of information about all school programs, details and events. This site is user-friendly and updated at least every week..

Parents also make up the largest group of supporters and organizers for extracurricular booster organizations. This includes both athletic and academic extracurricular activities.

Further, CHS also hosts an annual Education Fair in the Spring that allows parents and students to learn about the expectations and requirements for their students the following year, and to give an opportunity to showcase CTE programs, AP courses of study, Dual enrollment and extracurricular opportunities.

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.

The school features many business and community partnerships, which include the CTE department, For example, there is the Tiger Bank, which is the result of a partnership with local First Federal bank officials. It is a fully operational bank branch run by students with academic support through classes in Finance.

Further, there also exist partnerships with businesses and the Logistics program for equipment and other financial support.

Many local businesses also are sponsors for our STRIPES student academic, attendance, and behavior rewards program whereby students are rewarded each nine weeks by being entered into a drawing for prizes donated by community business partners.

Students become eligible by meeting academic and behavioral goals that increase in expectation each 9 weeks.

Additionally, many businesses help to supplement all athletic and extracurricular programs through partnerships with parent-run athletic and extracurricular booster associations.

Wherever possible, CHS both welcomes and seeks out partnerships with local community members for assistance with academic resources, facilities improvements, and operational support.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Hosford, Thomas	Principal
Thomas, Terri	Assistant Principal
Nordmeyer, Chester	Teacher, K-12
Silverstein, Jan	Teacher, K-12
Tilton, Valerie	Teacher, K-12
Reynolds, Michael	Teacher, K-12
Buzzella, Charisse	Teacher, K-12
Moses, Linda	Teacher, K-12
Arline, Tiara	Other
Watkins, Kaleb	Teacher, K-12
Shoup, Shelli	Teacher, K-12
Faulkner, Steve	Teacher, K-12
McMahon, Tabatha	Teacher, K-12
Bailey, Nicole	Assistant Principal
Peeler, Doug	Assistant Principal
Haley, Meg	Assistant Principal
Paphides, Michael	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 purpose of the Leadership Team in our school is to ensure high quality instruction matched to student needs, using performance levels and learning rates over time to make data-based decisions to guide instruction (including both formative and summative assessments).

The Leadership Team provides for communication and support of key values and the mission of the school, as well as areas of emphasis or need, as the need arises.

The team is comprised of six administrators, led by the principal, who are each in charge of a specific department, and provide supervision, evaluation and support for those teachers.

The team also includes a chairperson and co-chair for each school instructional department, including ELA, Math, Reading, Social Studies, Science, CTE, Fine Arts, Foreign Language, ESE Services, PE and the school's instructional coach.

Each faculty member of the leadership team is considered a teacher leader, who act as liaisons between their departments, peers, and administration. These leaders help to organize and support the work of their respective departments' teachers by providing differentiated support through instructional resources, communication and professional learning.

The Leadership Team may also help:

- 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 the SIP goals, and school need.
- Review and interpret student data (academic, behavior and attendance) at the school and grade

level

- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through supportive site-based coaching, management of resources, and provision of professional development in research-based instructional strategies/resources.

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 Leadership team & SAC were involved in the School Improvement Plan development, with revision as necessary based on input and strategy evaluation.
 - The School Improvement Plan is the working document that guides the work of the Leadership Team
 - The Leadership Team will communicate with and support departmental teams in implementing the proposed strategies by its members facilitation of planning and implementation. Once strategies are put in place, grade level/subject area groups will periodically report on their efforts and student outcomes to the larger Leadership Team through the subject area Leadership Team representatives.
 - Leadership Team uses the 8-step problem solving process to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichment)
 - review goal statements to ensure they are ambitious, time-bound and meaningful
 - assess the fidelity of instruction/intervention implementation and other MTSS processes
- Person(s) responsible: Leadership team, including departmental representatives, instructional coach and administrators,
Meeting frequency: Once per month

Title I

N/A

Title II

PD info in accordance with district plan, however, most PD using Title II is done during June or July in order to reduce the amount of instructional time missed by teachers.

Job-embedded PD is used as much as possible and will primarily focus on effective shifts in instruction required by Florida Standards, such as higher-order thinking to ensure rigor, accessing complex text, application and conceptual understanding, etc. Additionally, common plan time from 8:00-8:22 a.m. will continue to be used for professional development with training provided by administrators, academic coaches and, where applicable, industry rep/vendors. Master schedule has also been created to allow for certain core academic teachers to have a common planning time. For example, every day all 9th & 10th grade ELA teachers have the same planning period. Further, the Instructional Coach provides ongoing PD available on-demand, with teachers able to attend during their planning period. A PD learning lab is scheduled after school at least once a month with the instructional coach.

Person(s) responsible: Principal, instructional coach, and administrative team

Title III
N/A

Title X- Homeless

Managed by the district office, with a homeless liaison coordinating with individual schools.

Title VI

Extra tutoring for students who score below proficient on FSAs will be provided during summer before summer EOC retakes for Alg. 1 FSA EOC.

Additional intervention programs for literacy. Level 1 students in 9th grade supported with Achieve 3000 as a literacy intervention.

Person(s) responsible: Research 1 Teacher, Assistant Principal for Curriculum & Instruction, Principal, and Instructional Coach

Violence Prevention Programs

District anti-bullying policy

School follows the district policy for bullying, threats and intimidation, which can be viewed in detail here:

<http://www.columbia.k12.fl.us/Web%20Page%20Policies/Policy%205%20101.pdf>

School resource officers

Through an interlocal agreement with the county sheriff's office, school resource officers are assigned to each school, including Columbia High. These deputized officers are supervised by sheriff's office staff and help with the safety and security of the school grounds before, during and after school.

Crisis response teams

Columbia High has its own Crisis Response team, which in the event of an actual crisis, works with district staff and staff from other schools to ensure safety for faculty, staff, students and stakeholders. This team meets as needed and participates in county-wide training, such as crisis response drills to ensure readiness for real emergencies.

Person(s) responsible: Assistant Principal for Facilities, team members and principal

Frequency of meeting: bi-quarterly

Nutrition Programs

Free and reduced price lunch program provided at the school to students who meet federal guidelines
See more detail here:

<http://www.columbia.k12.fl.us/Web%20Page%20Policies/Policy%208.25.pdf>

Housing Programs

N/A

Head Start

N/A

Adult Education

Provided for and administered by the school district office.

Detailed info is available here:

<http://www.columbia.k12.fl.us/Web%20Page%20Policies/Policy%204.10.pdf>

Career and Technical Education

CHS has multiple career and technical education programs and course offerings. This includes Career Pathways programs, as well as the Career and Professional Academy, which allows students to pursue industry certification through rigorous coursework.

Further, there are CTE learning communities via college prep curriculum within a career theme. Some of these programs also allow students to earn industry certification.

Job Training

In addition to multiple CTE offerings, which again, includes industry certifications in many areas, CHS also has OJT (on-the-job training) and DCT (diversified career training) for students who are on track to graduate. That is, students who have met the requirements on state assessments and have earned the appropriate credits for core coursework have the option of using job-embedded learning to earn their final elective credits.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Trey Hosford	Principal
Shauna Adams-Farries	Parent
Mirie Burns	Parent
Yvette Kiss	Parent
Tabatha McMahon	Teacher
Diana Simon	Parent
Kelly Trimble	Parent
Matthew Hunter	Student
Carolyn Chamberlin	Business/Community
Myrna Silva	Parent
Katrina Evans	Parent
Katie Herndon-Thompson	Teacher
Heidi Walker	Teacher
J.L. Kirby	Teacher
Latwala Dixon	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC team has reviewed the previous school improvement plan and the success for each measure that could be evaluated. In some cases, however, because school data for high schools has not yet been released by the FLDOE (such as FSA leveled scores, graduation rate, postsecondary readiness, etc.) it is more difficult to assess progress regarding last year's goals.

Administration has evaluated school performance, with all data made available so far, for presentation to the SAC and discussion among the council for revisions to the SIP goals going forward.

b. Development of this school improvement plan

The SAC is responsible for the final decision-making at the school relating to the annual implementation of the SIP, The primary role of the school advisory council in the development of the school improvement plan is to provide suggestions and feedback for school improvement and progression to the principal and other council members by approving the use of allocated funds for the extension of classroom and extracurricular activities targeted in the plan.

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

The principal is the primary manager of the school's annual budget, however, on items which allow for input, the SAC is presented with recommendations by the principal. The SAC then provides suggestion and feedback, and where applicable, makes motions and votes for approval (or non-approval).

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

School Improvement funds shall be used to assist with educational expenses in the classroom, to help fund student organization initiatives, school improvement initiatives (where applicable) and general school functions.

All expenses allocated for the SAC, are directly related to SIP goals and are decided upon by the council by discussion and vote at official monthly meetings.

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
Hosford, Thomas	Principal
Thomas, Terri	Assistant Principal
Buzzella, Charisse	Teacher, K-12
Silverstein, Jan	Teacher, K-12
Moses, Linda	Teacher, K-12
Reynolds, Michael	Teacher, K-12
Tilton, Valerie	Teacher, K-12
Nordmeyer, Chester	Teacher, K-12
Arline, Tiara	Other
Watkins, Kaleb	Teacher, K-12
Shoup, Shelli	Teacher, K-12
Faulkner, Steve	Teacher, K-12
Bailey, Nicole	Assistant Principal
Haley, Meg	Assistant Principal
O'neal, Brandi	Teacher, K-12

b. Duties

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

The focus of the LLT is to create capacity of reading knowledge within the school building and focus on the areas of literacy concerns across the curriculum and school; therefore promoting literacy skills throughout all content areas with special emphasis placed on implementation of the Florida Content Area Literacy Standards for Social Studies, Science and other Technical Subjects are essential. Its imperative that we evidence the systemic use of text-based strategies and techniques, as well as provide frequent interaction with appropriately complex content-rich nonfiction text across the curriculum.

The LLT must ensure that data drives literacy instruction across the content areas by analyzing common assessment scores, as well as developing methods to promote cross-curricular literacy, this includes a strong focus and increasing cross-curricular use of Florida's CIS model and/or other close reading strategies for complex text.

The LLT also set expectations and measurable goals for literacy growth among all students, regardless of their starting point (low should move to grade level or high to even higher). Use of text-based evidence across the curriculum to inform claims and make arguments across curricula.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Columbia High School's instruction is largely driven by collaborative processes between and among teachers.

In many core classes, the master schedule is designed to allow a "common planning" time every day for teachers in a given grade level and subject. For example, every day at least two of the four 10th grade ELA teachers all have the same planning period which allows time to meet and collaborate on instructional strategies, lesson planning, assessment, etc.

For subjects where common planning time is not part of the master schedule, time before school is utilized for common planning time within a subject, grade level.

Additionally, the school's leadership team, which is comprised of department heads and administrators, meets at least once a month, as does each subject area department. Faculty meetings are also held at least once a month for administrative purposes.

Teachers all have received training from the Rachel's Challenge organization regarding building relationships with students, but also their colleagues. Each teacher has been given strategies for showing kindness, compassion and understanding to students and colleagues.

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

We will hire highly qualified teachers that have accompanying student performance data by multiple means, such as attending job fairs (NEFEC) and advertising inside and outside of the school district. Additionally, we will hire highly qualified teachers with or without student performance data by attending job fairs, advertising inside and outside of school the district, and those who come from state-approved pre-service programs, where available.

Additionally, CHS provides support for new teachers through the TAP and CPI programs with a team of Clinical Education trained mentors that guide them throughout the school year. Each new teacher is assigned a mentor teacher for support. Professional development workshops and trainings are implemented and structured to provide additional collaborations that support new teachers.

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

The teacher mentoring plan for the 2017-2018 school year is to pair new and struggling teachers with highly-qualified veteran teachers that will assist them with classroom management strategies, lesson planning, time management, differentiation strategies, and any other needed assistance. Assistant Principals and the Principal will support new teachers with additional meetings that provide feedback and reflection, as well as classroom walkthroughs and observations. The school instructional coach will also provide observation with follow up feedback, PD, and resources as needed to help support new and/or struggling teachers. The mentoring program will also support strategies and activities for continuous improvement.

The mentor/peer teacher will perform:

- Observations, preconference and post-conference
- Regular mentoring sessions
- Modeling/collaboration on lessons
- Maintain portfolio on teacher with structured review and input from peer teacher

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.

- Teachers develop curriculum maps, pacing guides (standards focus calendars) and scope and sequence notebooks that are aligned to the Florida Standards. Teachers then select specific materials that can be used as resources to meet the standard's learning objectives for a given lesson and/or unit.

- This may include using curriculum resources and aids that are directly aligned to the standards.. Where available and necessary, new curriculum resources were purchased that are state and district-adopted and directly align with the Florida Standards, this includes ELA, Math, Social Studies and World languages.
- All core subject primary curriculum resources are aligned to the Florida Standards. Most are state-adopted resources.
- In Social Studies and Science, all teachers will use pacing guides, curriculum maps and scope and sequence models in order to develop lesson and unit plans for the year. Resources and activities are developed and selected by a standards-specific approach.
- For state EOC subjects, all classes use district-developed focus standard calendars and common quarterly assessments.
- Teachers plan by focusing on standards as a learning goal, then designing lessons to ensure students meet that goal, which could mean pulling from multiple curriculum resources, including primary source documents, etc.
- Further, all teachers have binders with the course descriptions and all standards that are associated with that particular course code (from CPalms). Teachers use this resource to plan standards-aligned instruction.
- Teachers are required to display the content strand, essential question and standard focus, and agenda for lessons as part of their daily board configuration.
- Lesson/unit plans and subsequent classroom observation reflect standards-based instruction.

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.

Achievement data offers invaluable support for making good decisions about instruction. Data use is an ongoing cycle of collecting from multiple sources, interpreting to formulate hypothesis about which strategies will help raise student achievement. At Columbia High School, teachers use leading indicators and lagging indicators to help make instructional decisions. In most subjects, especially those assessed by state EOCs. Teachers utilize common assessments, both formative and summative; using this data to make ongoing instructional decisions by class, subject, department and grade level.

Common quarterly assessments also act as progress monitoring tools and data is analyzed by teachers in order to make instructional decisions and to help identify best instructional practices. Data may be disaggregated down to specific benchmark, where possible, or at least content cluster or focus standards, to identify areas of weakness per student and/or per class to help differentiate instruction.

Students who are not proficient on state EOCs or the state ELA assessments, are placed in supportive classes in that subject to help bolster the skills with which they need additional guided practice. For example, students who do not pass the Alg. I EOC are placed in Alg. 1 Credit Recovery, where they receive additional intensive support before retaking the state Alg. 1 EOC. Likewise, students who score less than proficient on the ELA FSA are all placed in Research/Critical Thinking classes where they receive additional support in literacy instruction as well as academic skill development and enrichment, according to the district reading plan.

Teachers also provide additional scaffolding, peer support, and tutoring in regular content areas for students whose data is indicative of weaknesses in certain areas.

Teacher meet with students each 9 weeks for "data chats" to provide the student with valuable information on his/her current status and set goals for academic improvement.

Support teachers are also provided for students with IEP's requiring service in general education classes where accomodations and modifications are stipulated.

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: Before School Program

Minutes added to school year: 720

Provide time before school day at least once per week to allow for teacher collaboration, planning and professional development. Provide teachers the opportunity to plan by department for at least 1/2 each semester.

Strategy Rationale

Teacher collaboration, planning and professional development are integral to increasing student achieving through the systematic identification and development of best practices centered around standards-based instruction and assessment.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hosford, Thomas, hosfordt@columbiak12.com

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

Teacher surveys
Student summative assessment data

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

CHS supports the transition of students from middle school to high school in the following ways:

- At the beginning of the school year, freshman orientation (known as Camp Tiger) is organized by the Student Government Association members, as well as faculty & staff.
- This program allows incoming freshman students to visit the school during pre-planning for a presentation about the school in general, academic expectations, rules, procedures and policies as it relates to their cohort. These presentations are given by administrative and instructional staff
- Students are then taken in groups on a tour of the school to better acclimate them before school begins. At that time the students are also given their schedules.
- Further, once school starts all students are part of a "rules assembly" where the principal and assistant principal review, in detail, different rules and expectations regarding behavior and academic performance as outlined in the Student Code of Conduct and Pupil Progression Plan.
- The BARR (Building Assets and Reducing Risks) program has also been implemented across the 9th grade core classes. BARR is part of our work with the i3 grant (UNISON project). It is a MTSS that uses the a team of core teachers and support personnel to ensure the social/emotional learning of students in order to reduce risks and to ensure student success. A core tenet of BARR (which is supported by longitudinal data and research) is that students who have success in 9th grade and that do not fail any courses are more likely to graduate from high school.

CHS supports the transition of students from high school to post-secondary options in the following ways:

- The master schedule at Columbia High is student-driven as all available courses determined by student interest and demand.
- For most of the core subject areas, at least three levels of study are available, starting with regular, progressing to honors and finally up to AP/dual enrollment. In 12th grade, if no honors sections are available for any given course, students who have demonstrated ability are encouraged to take AP or dual enrollment, but have the option to remain in regular education classes if they so desire, although some courses are only offered at the AP or dual enrollment level.
- For those students who need/desire it, Edgenuity courses (online) are available. A computer lab and a paraprofessional are allocated full-time to help support students who need access to technology to complete these classes. Students may also self-select FLVS courses, but classes are offered through the district-run Columbia Virtual Academy for those that need/want an online class.
- Beyond the required courses for graduation, students are allowed to choose their courses. via one-on-one annual meetings with the school guidance counselors. In these face-to-face encounters the students review their academic history with the counselors and determine a course of study based on their needs and personal postsecondary interests.
- For virtually every type of student we offer a course of study that will meet student needs, whether its for entrance directly to a university with competitive admissions, or to directly enter the workforce following graduation.
- We strive to be a "full options" high school for every student we serve.

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.

- AP and Dual Enrollment courses (through partnership with Florida Gateway College) are offered to better develop and prepare students for the academic demands of post-secondary education.
 - For all students we provide for the attainment of grade level skills in all major academic areas, including in reading and math. Level 1 and 2 students (based on FCAT or FSA scores) receive intensive instruction in order to achieve grade level proficiency in preparation for tackling the academic rigor necessary to work toward post-secondary readiness.
 - CHS will recognize students who successfully achieve high levels of readiness for postsecondary readiness (via academic letters & bars for students with 3.0 or above cumulative GPA)
 - Finally, all administrators and the instructional coach work with teachers in all to help ensure that higher order thinking skills required for post-secondary success are utilized in every subject and in every grade level. Examples include the use of lessons built around the gradual release model, FCIMs, Understanding by Design lesson planning, Costa's Levels of Questioning, as well as student need based on data-driven decision making throughout the year.
 - The Collective Impact team structures a college and career fair to to expose students to colleges and potential careers both locally and beyond. The goal here at CHS is for every student to graduate and have a positive post secondary plan of action in place by notating and being aware of the post secondary options that are available to them.
- Additionally, Florida Standards are designed, primarily, to help ensure College and Career Readiness.

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

Career and Technical Education courses are available to all students at CHS.

Examples:

- Material and Processes Technology for Aviation, Cyber Security, Applied Engineering, Culinary Arts, Welding, Global Logistics, Building Construction, Early Childhood Education, Criminal Justice,

Business/Entrepreneurship, Finance, Veterinary Assisting, Horticulture, TV Production, Automotive Technology and Repair and Health Occupations.

CTE industry certifications include: Autodesk Certified User; AutoCAD; ProStart and ServSafe; Microsoft Office Suite; Certified Nursing Assistant; NCCER Carpentry; NCCER Welding; 911 Dispatch; Adobe Suite; National Institute for Automotive Service Excellence (ASE); CompTIA+; Child Development Associate (CDA); Agritechnology; and Horticulture.

Within each of these programs students practice applied learning relevant to the real-world tasks of these career fields. Sometimes this includes short-term internships (such as working at nursing homes for Health Occupations).

Additionally, students on-track for their graduation and credit requirements are eligible to take on-the-job training (OJT), diversified career technology (DCT), and guided-workplace learning (GWPL) classes. Through these classes, students can work in community businesses, earning high school credit and learning valuable employment skills simultaneously.

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

CHS has begun the process of integrating core academic programs with CTE offerings through on-site instructional partnerships.

For example, Biology classes will be working with the FFA Land Lab teacher and students to explore curriculum content through CTE applications. In this case, specifically Agriscience.

Additionally, the HOSA Health Academy students take certain life science coursework as part of their multi-year program, including Anatomy & Physiology. The concepts learned in that course are then built upon during advanced coursework in Health Occupations.

Students taking Engineering & Technology are directly combining mathematical concepts to their applied learning, including advanced math such as pre-calculus, physics, and AP Calculus.

CHS is always in the process of bridging more core academic coursework with CTE programs & industry certifications.

The Horticulture and Agriculture programs work alongside the environmental science classes to learn innovative technologies and latest discoveries relative to soil decomposition, soil sampling, water and waste management.

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.

CHS is fully focused on successful, effective implementation of the Florida Standards, which are founded in Career and College Readiness for all graduates.

Though data is only available currently for up to 2014, three-year trend data (2012-14) shows steady gains in several key indicators.

For example, the number of students taking AP and/or dual enrollment courses, for example, is up by about 11%. Also, the number of 10th graders who scored a 3 or above on state reading assessments is up by 18%.

Meanwhile, the number of graduates enrolled in a postsecondary institution is up by at least 2%. However, of note, the over that same three-year period, the number maintaining a postsecondary GPA of 2.0 or higher is up by about 2%.

CHS will continue to focus on career and college readiness for all students, utilizing postsecondary awareness and readiness through systemic effective implementation of the Florida Standards for ELA/Literacy and Mathematics, including literacy in the content areas. Further, students who score below proficient on state ELA tests are now placed in Research/Critical Thinking as opposed to Intensive Reading. This change in standards has allowed a more broad focus on college and career

readiness as it relates to academic development, personal development, goal setting, postsecondary awareness, and critical thinking/study skills.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** Increase career and college acceleration performance percentage by 5%.
- G2.** Increased parent involvement (unique interactions).
- G3.** Increase learning gains for all students (including bottom quartile) in math and ELA/Literacy performance (as measured by FSA math EOCs and ELA assessments).
- G4.** Promote positive school culture (student to student, teacher to student, student to teacher, teacher to teacher)

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. Increase career and college acceleration performance percentage by 5%. 1a

G096420

Targets Supported 1b

Indicator	Annual Target
High School Acceleration	43.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance and BARR teams (Career Coaches)

Plan to Monitor Progress Toward G1. 8

Data will be collected from district and state reports that are used for school grade calculations.

Person Responsible

Thomas Hosford

Schedule

On 6/15/2018

Evidence of Completion

Evidence to monitor this goal include ACT/SAT test scores; AP test scores; Work Ready certifications.

G2. Increased parent involvement (unique interactions). 1a

G096421

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of available time (work, family demands)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Adequate facilities & available space
- Strong community support for school

Plan to Monitor Progress Toward G2. 8

Check school calendar monthly to ensure events are of multiple types and times, with minimal scheduling conflicts.

Person Responsible

Doug Peeler

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Calendar has multiple opportunities and type of events to allow for parent involvement with minimal scheduling conflicts (where possible).

G3. Increase learning gains for all students (including bottom quartile) in math and ELA/Literacy performance (as measured by FSA math EOCs and ELA assessments). 1a

G096422

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
Math Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Large percentage of students entering 9th grade below or well below grade level in ELA/Literacy standards achievement
- Quantity and rigor of literacy strategies and standards being utilized across the curriculum (outside of ELA)
- Lack of available technology
- Lack of student motivation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional skill in designing, assessing, and adjusting instruction around standards (some teachers)
- Teachers with desire to change "norm" and develop unique, standards-driven instruction and assessment
- Cpalms.org, other open sources of vetted curriculum resources
- New ELA curriculum centered around Florida Standards
- Other professional development provided by the district such as Khan Academy, Achieve 3000, etc.

Plan to Monitor Progress Toward G3. 8

Student data reports on use and Lexile growth from Achieve 3000 and 9 weeks test scores for ELA. Khan Academy progress reports; Unify reports will also be used.

Person Responsible

Nicole Bailey

Schedule

Quarterly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Achieve 3000 data reports on student use and Lexile gains and 9 weeks test scores for ELA. Khan Academy data usage reports, progress reports an UNIFY data for students will also be evidenced.

G4. Promote positive school culture (student to student, teacher to student, student to teacher, teacher to teacher) 1a

G096423

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	300.0

Targeted Barriers to Achieving the Goal 3

- Differing life experiences, cultures, family backgrounds, etc.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Faculty and administrators with skills in social-emotional development
- Community support, even faith-based organizations
- Strong school community and familial atmosphere
- i3 Grant with Take Stock in Children partnership cultural aspects of school (BARR framework, Rachel's Challenge, on-site coordinators)
- Supplemental curriculum, 180 Connections for all teachers and classes, provided by Rachel's Challenge organization

Plan to Monitor Progress Toward G4. 8

Qualitative review of teacher's employment of research-based best practices as it relates to current adolescent research done through periodic surveys delivered by Survey Monkey and Google Forms.

Person Responsible

Tiara Arline

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Survey results, including free form response from teacher, as well as classroom observations and notes. Potentially, discipline referral data could be utilized, depending on nature and type of referral.

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

G2. Increased parent involvement (unique interactions). **1**

 G096421

G2.B1 Lack of available time (work, family demands) **2**

 B259475

G2.B1.S1 Increase number and type of events with varying times available to attend. **4**

 S274825

Strategy Rationale

Parents (65%) have expressed through surveys that they are unable to attend some events because of lack of time and work schedules. Also (21%) of the parents polled, indicated there was lack of communication for events and activities of parental nature or because the information did not apply to them.

Action Step 1 **5**

We will have multiple events for parents and families at multiple times to allow for varying schedules, needs, and interests.

Person Responsible

Terri Thomas

Schedule

On 6/1/2018

Evidence of Completion

Sign-in sheets, agendas, schedules (notices of meetings and times), parent surveys and feedback.

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

Ensure that multiple events are planned throughout the year by keeping all events in a single school calendar. Ensure that multiple times are being utilized for most events (where possible and/or feasible).

Person Responsible

Doug Peeler

Schedule

On 6/1/2018

Evidence of Completion

School calendar kept on Google accessible to all members of leadership team to allow for monitoring of planned events, etc. to ensure multiple times and types of events are being utilized and scheduling conflicts, where possible, are being kept to a minimum to allow more people to attend.

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

Analyze feedback and unique number of interactions from parents through parent surveys, feedback and sign in sheets, etc.

Person Responsible

Tabatha McMahan

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Review school calendar to ensure multiple types of events and times were being utilized throughout year, analyze parent surveys regarding feedback, review unique number of parent interactions from sign-in sheets, etc.

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

Analyze feedback and unique number of interactions from parents through parent surveys, feedback and sign in sheets, etc.

Person Responsible

Tabatha McMahon

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Review school calendar to ensure multiple types of events and times were being utilized throughout year, analyze parent surveys regarding feedback, review unique number of parent interactions from sign-in sheets, etc.

G3. Increase learning gains for all students (including bottom quartile) in math and ELA/Literacy performance (as measured by FSA math EOCs and ELA assessments). 1

G096422

G3.B2 Large percentage of students entering 9th grade below or well below grade level in ELA/Literacy standards achievement 2

B259479

G3.B2.S1 Address level of student proficiency and grade level performance by using additional interventions and supports, including supplemental curriculum and new instructors. 4

S274826

Strategy Rationale

Students come to 9th grade with nearly half below grade level in ELA (44% of those with test scores) and over half (62%) below grade level in math (of those with test scores for FSA Math).

Action Step 1 5

All FSA Level 1 students in Research class with Achieve 3000 literacy intervention in place (new curriculum).

Person Responsible

Valerie Tilton

Schedule

On 6/1/2018

Evidence of Completion

Achieve 3000 data reports and usage reports

Action Step 2 5

Hire new Algebra 1 teachers with proven record of success.

Person Responsible

Thomas Hosford

Schedule

On 9/15/2017

Evidence of Completion

FSA learning gains for all students taking Alg. 1 EOC

Action Step 3 5

Provide remediation and Re-testing during for students who are not successful in passing the Algebra 1 EOC (Algebra 1 Boot camp)

Person Responsible

Terri Thomas

Schedule

On 7/27/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Review student gains in Lexile on Achieve 3000 data, as well as student use.

Person Responsible

Valerie Tilton

Schedule

Monthly, from 10/20/2017 to 6/8/2018

Evidence of Completion

Students will have consistently increased Lexile by 25 points each month according to Achieve 3000 data reports

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Check teacher and student use of Achieve 3000

Person Responsible

Nicole Bailey

Schedule

Quarterly, from 10/20/2017 to 6/1/2018

Evidence of Completion

Teacher and student use reports should show steady, daily use or at least every other day, of Achieve 3000 in the Research 1 classroom

G3.B3 Quantity and rigor of literacy strategies and standards being utilized across the curriculum (outside of ELA) **2**

 B259480

G3.B3.S1 Implement DBQ supplemental curriculum in all ELA and Social Studies courses with training provided from DBQ trainer to all teachers **4**

 S274827

Strategy Rationale

DBQ project uses document-based questioning for students to explore an essential question, read closely and develop a thesis for a formal essay using document-based evidence

Action Step 1 **5**

DBQ training for all ELA and Social Studies teachers

Person Responsible

Terri Thomas

Schedule

On 12/15/2017

Evidence of Completion

Agenda, sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Ensure ELA and Social Studies are doing at least one DBQ or mini-Q process per 9 weeks

Person Responsible

Schedule

Quarterly, from 8/14/2017 to 12/15/2017

Evidence of Completion

Teacher lesson plans, observations, student artifacts (completed DBQ essays)

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Review 9 weeks test scores for ELA (and Social Studies) as progress monitoring

Person Responsible

Terri Thomas

Schedule

Quarterly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Student data from Perf. Matters on 9 weeks tests v. baseline for ELA classes (and Social Studies)

G3.B5 Lack of available technology **2**

 B259482

G3.B5.S1 Provide the necessary technology needed for teachers for assessment and classroom resources **4**

 S274828

Strategy Rationale

Students are tested using progress monitoring to measure their strengths and weaknesses with course standards.

Action Step 1 **5**

Purchase additional technology

Person Responsible

Terri Thomas

Schedule

On 6/1/2018

Evidence of Completion

Purchase order

Action Step 2 **5**

Purchase technology resources for teachers

-Clickers (Response systems)

-Site license

-Industry certifications

Person Responsible

Terri Thomas

Schedule

On 6/1/2018

Evidence of Completion

Purchase orders

G3.B6 Lack of student motivation **2**

 B259483

G3.B6.S1 To provide an incentive program to motivate students **4**

 S274829

Strategy Rationale

STRIPES program will help motivate students to excel in the classroom with attendance, academics and behavior.

Action Step 1 **5**

STRIPES motivation program

Person Responsible

Thomas Hosford

Schedule

On 6/1/2018

Evidence of Completion

Grades, discipline and attendance data.

G4. Promote positive school culture (student to student, teacher to student, student to teacher, teacher to teacher) 1

G096423

G4.B3 Differing life experiences, cultures, family backgrounds, etc. 2

B259486

G4.B3.S1 Promote positive school culture and personal social/emotional reflection through BARR team & resources (pilot 9th grade team) & Rachel's Challenge (schoolwide). 4

S274830

Strategy Rationale

Students will develop more empathy, kindness and personal behavior awareness schoolwide, while pilot group of 9th graders and most 9th grade teachers using BARR (Building Assets Reducing Risks) framework to address student social/emotional needs.

Action Step 1 5

BARR Training for most 9th grade teachers

Person Responsible

Tiara Arline

Schedule

On 6/8/2018

Evidence of Completion

Sign in sheets, agendas from participants

Action Step 2 5

Rachel's Challenge kindness and empathy initiative

Person Responsible

Thomas Hosford

Schedule

On 8/31/2017

Evidence of Completion

Sign in sheets, invoice, agenda

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

BARR team meetings with 9th grade teams

Person Responsible

Tiara Arline

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Meeting agendas and minutes/notes, various reports

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Data tracking with grades (academic), attendance, & behavior (referrals)

Person Responsible

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Student grades report from pilot group (80 students approx.), referral reports, and attendance reports. Teacher reports of student progress.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G4.B3.S1.A2 A368967	Rachel's Challenge kindness and empathy initiative	Hosford, Thomas	8/14/2017	Sign in sheets, invoice, agenda	8/31/2017 one-time
G3.B2.S1.A2 A368960	Hire new Algebra 1 teachers with proven record of success.	Hosford, Thomas	8/14/2017	FSA learning gains for all students taking Alg. 1 EOC	9/15/2017 one-time
G3.B3.S1.MA1 M396806	Ensure ELA and Social Studies are doing at least one DBQ or mini-Q process per 9 weeks		8/14/2017	Teacher lesson plans, observations, student artifacts (completed DBQ essays)	12/15/2017 quarterly
G3.B3.S1.A1 A368962	DBQ training for all ELA and Social Studies teachers	Thomas, Terri	8/28/2017	Agenda, sign-in sheets	12/15/2017 one-time
G2.MA1 M396802	Check school calendar monthly to ensure events are of multiple types and times, with minimal...	Peeler, Doug	8/14/2017	Calendar has multiple opportunities and type of events to allow for parent involvement with minimal scheduling conflicts (where possible).	6/1/2018 monthly
G3.MA1 M396807	Student data reports on use and Lexile growth from Achieve 3000 and 9 weeks test scores for ELA....	Bailey, Nicole	8/28/2017	Achieve 3000 data reports on student use and Lexile gains and 9 weeks test scores for ELA. Khan Academy data usage reports, progress reports an UNIFY data for students will also be evidenced.	6/1/2018 quarterly
G4.MA1 M396810	Qualitative review of teacher's employment of research-based best practices as it relates to...	Arline, Tiara	9/1/2017	Survey results, including free form response from teacher, as well as classroom observations and notes. Potentially, discipline referral data could be utilized, depending on nature and type of referral.	6/1/2018 quarterly
G2.B1.S1.MA1 M396799	Analyze feedback and unique number of interactions from parents through parent surveys, feedback...	McMahon, Tabatha	9/5/2017	Review school calendar to ensure multiple types of events and times were being utilized throughout year, analyze parent surveys regarding feedback, review unique number of parent interactions from sign-in sheets, etc.	6/1/2018 monthly
G2.B1.S1.MA1 M396800	Analyze feedback and unique number of interactions from parents through parent surveys, feedback...	McMahon, Tabatha	9/5/2017	Review school calendar to ensure multiple types of events and times were being utilized throughout year, analyze parent surveys regarding feedback, review unique number of parent interactions from sign-in sheets, etc.	6/1/2018 monthly
G2.B1.S1.MA1 M396801	Ensure that multiple events are planned throughout the year by keeping all events in a single...	Peeler, Doug	8/29/2016	School calendar kept on Google accessible to all members of leadership team to allow for monitoring of planned events, etc. to ensure multiple times and types of events are being utilized and scheduling conflicts, where possible, are being kept to a minimum to allow more people to attend.	6/1/2018 one-time
G2.B1.S1.A1 A368958	We will have multiple events for parents and families at multiple times to allow for varying...	Thomas, Terri	8/14/2017	Sign-in sheets, agendas, schedules (notices of meetings and times), parent surveys and feedback.	6/1/2018 one-time
G3.B2.S1.MA1 M396803	Check teacher and student use of Achieve 3000	Bailey, Nicole	10/20/2017	Teacher and student use reports should show steady, daily use or at least every other day, of Achieve 3000 in the Research 1 classroom	6/1/2018 quarterly
G3.B2.S1.A1 A368959	All FSA Level 1 students in Research class with Achieve 3000 literacy intervention in place (new...	Tilton, Valerie	8/14/2017	Achieve 3000 data reports and usage reports	6/1/2018 one-time

Columbia - 0011 - Columbia High School - 2017-18 SIP
Columbia High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1 M396805	Review 9 weeks test scores for ELA (and Social Studies) as progress monitoring	Thomas, Terri	10/16/2017	Student data from Perf. Matters on 9 weeks tests v. baseline for ELA classes (and Social Studies)	6/1/2018 quarterly
G3.B5.S1.A1 A368963	Purchase additional technology	Thomas, Terri	11/1/2017	Purchase order	6/1/2018 one-time
G3.B5.S1.A2 A368964	Purchase technology resources for teachers -Clickers (Response systems) -Site license -Industry...	Thomas, Terri	11/1/2017	Purchase orders	6/1/2018 one-time
G3.B6.S1.A1 A368965	STRIPES motivation program	Hosford, Thomas	11/1/2017	Grades, discipline and attendance data.	6/1/2018 one-time
G4.B3.S1.MA1 M396808	Data tracking with grades (academic), attendance, & behavior (referrals)		8/28/2017	Student grades report from pilot group (80 students approx.), referral reports, and attendance reports. Teacher reports of student progress.	6/1/2018 weekly
G4.B3.S1.MA1 M396809	BARR team meetings with 9th grade teams	Arline, Tiara	8/28/2017	Meeting agendas and minutes/notes, various reports	6/1/2018 weekly
G3.B2.S1.MA1 M396804	Review student gains in Lexile on Achieve 3000 data, as well as student use.	Tilton, Valerie	10/20/2017	Students will have consistently increased Lexile by 25 points each month according to Achieve 3000 data reports	6/8/2018 monthly
G4.B3.S1.A1 A368966	BARR Training for most 9th grade teachers	Arline, Tiara	8/14/2017	Sign in sheets, agendas from participants	6/8/2018 one-time
G3.B2.S1.A3 A368961	Provide remediation and Re-testing during for students who are not successful in passing the...	Thomas, Terri	6/22/2018		7/27/2018 one-time

V. Professional Development Opportunities

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

G3. Increase learning gains for all students (including bottom quartile) in math and ELA/Literacy performance (as measured by FSA math EOCs and ELA assessments).

G3.B2 Large percentage of students entering 9th grade below or well below grade level in ELA/Literacy standards achievement

G3.B2.S1 Address level of student proficiency and grade level performance by using additional interventions and supports, including supplemental curriculum and new instructors.

PD Opportunity 1

All FSA Level 1 students in Research class with Achieve 3000 literacy intervention in place (new curriculum).

Facilitator

Achieve 3000 and Khan Academy

Participants

Mariam Darwiche (Research teacher) Julie Carswell (Research teacher)

Schedule

On 6/1/2018

G3.B3 Quantity and rigor of literacy strategies and standards being utilized across the curriculum (outside of ELA)

G3.B3.S1 Implement DBQ supplemental curriculum in all ELA and Social Studies courses with training provided from DBQ trainer to all teachers

PD Opportunity 1

DBQ training for all ELA and Social Studies teachers

Facilitator

DBQ Project trainer

Participants

All social studies and ELA teachers

Schedule

On 12/15/2017

G4. Promote positive school culture (student to student, teacher to student, student to teacher, teacher to teacher)

G4.B3 Differing life experiences, cultures, family backgrounds, etc.

G4.B3.S1 Promote positive school culture and personal social/emotional reflection through BARR team & resources (pilot 9th grade team) & Rachel's Challenge (schoolwide).

PD Opportunity 1

BARR Training for most 9th grade teachers

Facilitator

BARR Trainers

Participants

9th grade teachers (all available to attend)

Schedule

On 6/8/2018

PD Opportunity 2

Rachel's Challenge kindness and empathy initiative

Facilitator

Rachel's Challenge trainers

Participants

All faculty & staff

Schedule

On 8/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G2.B1.S1.A1	We will have multiple events for parents and families at multiple times to allow for varying schedules, needs, and interests.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150		0011 - Columbia High School	School Improvement Funds		\$2,000.00
			<i>Notes: Senior Q&A night for students and parents. Parent display board Parent and community Education</i>			
2	G3.B2.S1.A1	All FSA Level 1 students in Research class with Achieve 3000 literacy intervention in place (new curriculum).				\$0.00
3	G3.B2.S1.A2	Hire new Algebra 1 teachers with proven record of success.				\$0.00
4	G3.B2.S1.A3	Provide remediation and Re-testing during for students who are not successful in passing the Algebra 1 EOC (Algebra 1 Boot camp)				\$0.00
5	G3.B3.S1.A1	DBQ training for all ELA and Social Studies teachers				\$0.00
6	G3.B5.S1.A1	Purchase additional technology				\$6,088.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0011 - Columbia High School	School Improvement Funds		\$6,088.00
7	G3.B5.S1.A2	Purchase technology resources for teachers -Clickers (Response systems) - Site license -Industry certifications				\$3,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0011 - Columbia High School	School Improvement Funds		\$3,800.00
			<i>Notes: Purchase clickers(Response systems) Site license Industry certifications</i>			
8	G3.B6.S1.A1	STRIPES motivation program				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0011 - Columbia High School	School Improvement Funds		\$2,000.00
			<i>Notes: STRIPES Incentive program</i>			
9	G4.B3.S1.A1	BARR Training for most 9th grade teachers				\$0.00
10	G4.B3.S1.A2	Rachel's Challenge kindness and empathy initiative				\$0.00

Columbia - 0011 - Columbia High School - 2017-18 SIP
Columbia High School

	Total: \$13,888.00
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