

Columbia County School District

Columbia High School



2020-21 Schoolwide Improvement Plan

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Columbia High School

469 SE FIGHTING TIGER DR, Lake City, FL 32025

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

Demographics

Principal: Thomas Hosford

Start Date for this Principal: 11/20/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (47%) 2016-17: C (45%) 2015-16: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Columbia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Columbia High School

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">75%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">41%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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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. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Columbia High School is to ensure a safe 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.

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, with the ability to skillfully 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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Hosford, Thomas	Principal	<p>The Leadership Team works together to maintain a climate that supports student engagement in learning. The Leadership Team will focus on rigorous instruction in every classroom. Teachers will understand what rigorous instruction looks like and successfully implement rigorous lessons so that students are actively and meaningfully engaged. The Leadership Team also helps implement writing and vocabulary instruction in every classroom. The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p>
Nordmeyer, Chester	Teacher, K-12	
	Teacher, K-12	
Reynolds, Michael	Teacher, K-12	
Arline, Tiara	Other	<p>The Leadership Team works together to maintain a climate that supports student engagement in learning. The Leadership Team will focus on rigorous instruction in every classroom. Teachers will understand what rigorous instruction looks like and successfully implement rigorous lessons so that students are actively and meaningfully engaged. The Leadership Team also helps implement writing and vocabulary instruction in every classroom. The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p>
Watkins, Kaleb	Teacher, K-12	
Faulkner, Steve	Teacher, K-12	
Bailey, Nicole	Assistant Principal	<p>The Leadership Team works together to maintain a climate that supports student engagement in learning. The Leadership Team will focus on rigorous instruction in every classroom. Teachers will understand what rigorous instruction looks like and successfully implement rigorous lessons so that students are actively and meaningfully engaged. The Leadership Team also helps implement writing and vocabulary instruction in every classroom.</p>

Name	Title	Job Duties and Responsibilities
		<p>The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p>
Peeler, Doug	Assistant Principal	<p>The Leadership Team works together to maintain a climate that supports student engagement in learning. The Leadership Team will focus on rigorous instruction in every classroom. Teachers will understand what rigorous instruction looks like and successfully implement rigorous lessons so that students are actively and meaningfully engaged. The Leadership Team also helps implement writing and vocabulary instruction in every classroom. The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p>
Paphides, Michael	Assistant Principal	<p>The Leadership Team works together to maintain a climate that supports student engagement in learning. The Leadership Team will focus on rigorous instruction in every classroom. Teachers will understand what rigorous instruction looks like and successfully implement rigorous lessons so that students are actively and meaningfully engaged. The Leadership Team also helps implement writing and vocabulary instruction in every classroom. The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p>
Cooper, Carrie	Teacher, K-12	
Thompson, Kathryn	Teacher, K-12	
Miller, Wampannaga	Assistant Principal	<p>The Leadership Team works together to maintain a climate that supports student engagement in learning. The Leadership Team will focus on rigorous instruction in every classroom. Teachers will understand what rigorous instruction looks like and successfully implement rigorous lessons so that students are actively and meaningfully engaged. The Leadership Team also helps implement writing and vocabulary instruction in every classroom. The Leadership Team meets weekly to collaborate and practice shared decision making based on our vision, mission, and improvement priorities.</p>

Demographic Information

Principal start date

Sunday 11/20/2016, Thomas Hosford

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

112

Demographic Data

2020-21 Status (per MSID File)	Active
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Support Tier	
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* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	491	496	446	449	1882
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	7	2	1	2	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	29	39	24	92
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	25	19	57	101
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 9/16/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	497	491	487	454	1929
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	10	17	10	8	45
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	172	208	162	542

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total		
	K	1	2	3	4	5	6	7	8	9	10	11	12			
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	10	5	1	16

The number of students identified as retainees:

Indicator	Grade Level													Total		
	K	1	2	3	4	5	6	7	8	9	10	11	12			
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	497	491	487	454	1929
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	10	17	10	8	45
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	172	208	162	542

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total		
	K	1	2	3	4	5	6	7	8	9	10	11	12			
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	10	5	1	16

The number of students identified as retainees:

Indicator	Grade Level													Total		
	K	1	2	3	4	5	6	7	8	9	10	11	12			
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	49%	49%	56%	45%	45%	53%
ELA Learning Gains	46%	46%	51%	39%	39%	49%
ELA Lowest 25th Percentile	30%	30%	42%	25%	25%	41%
Math Achievement	49%	49%	51%	38%	38%	49%
Math Learning Gains	47%	47%	48%	45%	45%	44%
Math Lowest 25th Percentile	35%	35%	45%	36%	36%	39%
Science Achievement	61%	61%	68%	53%	53%	65%
Social Studies Achievement	63%	63%	73%	55%	55%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	45%	47%	-2%	55%	-10%
	2018	46%	45%	1%	53%	-7%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2019	51%	49%	2%	53%	-2%
	2018	46%	46%	0%	53%	-7%
Same Grade Comparison		5%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	63%	-2%	67%	-6%
2018	59%	60%	-1%	65%	-6%
Compare		2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	63%	-2%	70%	-9%
2018	56%	62%	-6%	68%	-12%
Compare		5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	64%	-19%	61%	-16%
2018	31%	51%	-20%	62%	-31%
Compare		14%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	50%	-1%	57%	-8%
2018	47%	46%	1%	56%	-9%
Compare		2%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	24	20	27	33	16	30	47		82	26
ELL											
ASN										91	60
BLK	32	39	24	31	44	32	40	44		86	29

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	48	47	31	52	55	33	58	63		100	33
MUL	41	42	25	40	58		63	56		88	36
WHT	57	50	37	58	46	37	71	73		91	55
FRL	39	42	31	42	46	30	54	54		85	33
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	39	38	20	22	17	35	33		56	18
ASN	50	58								80	
BLK	26	40	36	23	36	27	38	28		59	28
HSP	53	49		52	44		77	50		69	55
MUL	38	41	43	28	18		52	72		69	18
WHT	56	47	36	48	46	33	68	67		78	46
FRL	40	42	36	34	39	30	55	51		60	30
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	24	20	19	31	15	23	33		49	15
ELL	20			21	14						
ASN				57	31						
BLK	22	25	16	15	27	23	26	27		66	14
HSP	40	45	47	29	37	15	33	62		72	46
MUL	38	33	20	33	40		45	80		91	10
WHT	56	45	31	47	53	48	67	68		78	49
FRL	35	33	23	27	40	34	40	44		68	27

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	562
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students identified in English Language Arts as the bottom lowest 25th percentile scored 30% proficient on the state assessment in 2019. This is a decrease of 7% when compared to the 2018 school data.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Students identified in English Language Arts as the bottom lowest 25th percentile showed a decline of 7% over the previous school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Students identified in English Language Arts as the bottom lowest 25th percentile showed a 15% gap when compared with the state average.

Which data component showed the most improvement? What new actions did your school take in this area?

The graduation rate increased by 18 points and is 4% higher than the state average. This trend has continued. Implementation of data driven instruction that targeted students. Teachers in every subject area conducted 'data chats' and allowed students to take ownership of their education. Students clearly understood the graduation requirements early in the year, and often discussed their individual path to achieving their goal. We included family support and addressed truancy early and often.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Improving the performance of the bottom lowest 25th percentile of students in English Language Arts. Improving the performance of the bottom lowest 25th percentile of students in Mathematics.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improving the performance of the bottom lowest 25th percentile of students in English Language Arts and Mathematics.
2. Improve Text-Based Writing Proficiency.
3. Increase parental involvement.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus	Improve the performance of the bottom lowest 25th percentile of students in English Language Arts and Mathematics as measured by the FSA ELA, FSA Algebra I EOC, & Geometry EOC assessments.
Description and Rationale:	Students identified in English Language Arts as the bottom lowest 25th percentile showed a 15% gap when compared with the state average and a 7% decline over the previous school year. Students identified in Mathematics as the bottom lowest 25th percentile showed a 14% gap when compared with the general Mathematics scores of Columbia High School students.
Measurable Outcome:	Increase the the performance of the bottom lowest 25th percentile by 5% as measured by the English Language Arts Florida Standards Assessment. Increase the the performance of the bottom lowest 25th percentile by 5% as measured by the Florida Standards Assessment Algebra I End-of-Course exam and the Florida Standards Assessment Geometry End-of-Course exam.
Person responsible for monitoring outcome:	Thomas Hosford (hosfordt@columbiak12.com)
Evidence-based Strategy:	All FSA Level 1 students in a Research class with Achieve 3000 & Exact Path literacy intervention in place. Learning-focused lessons infused into all English Language Arts and other core courses. Learning-focused lessons infused into all core courses. Provide remediation, re-teaching, and re-testing for students who are not successful in passing Algebra I EOC (Algebra I boot camp). Provide push-in support in Algebra I & Geometry classrooms.
Rationale for Evidence-based Strategy:	Differentiated instruction will support student growth and achievement. Collaborative-friendly practices, support, funding and additional resources will support student/faculty achievement and growth. Differentiated instruction will support student growth and achievement. Collaborative-friendly practices, support, funding and additional resources will support student/faculty achievement and growth.

Action Steps to Implement

1. Core teachers have common planning time by subject and grade level to collaborate and purposefully plan rigorous lessons that differentiate instruction.
2. Level 1 students receive intensive instruction through Research classes.
3. Higher-order questioning of students during classroom discussions.
4. Rigorous and meaningful classroom instruction occurs each and every day; bell to bell.
5. Conduct periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding and provide feedback in a timely manner.
6. Unsuccessful students receive remediation, are invited to attend boot camp, and are re-tested.

Person Responsible Thomas Hosford (hosfordt@columbiak12.com)

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

Area of Focus Improve Text-Based Writing proficiency.
Description and Rationale: Student achievement on the Text-based writing component of the Florida Standards Assessment declined by 7% points from the previous school year.

Measurable Outcome: Increase the the performance of 9th and 19th grade text-based writing scores by 5 points as measured by the English Language Arts Florida Standards Assessment Text-Based Writing assessment.

Person responsible for monitoring outcome: Thomas Hosford (hosfordt@columbiak12.com)

Evidence-based Strategy: All FSA Level 1 students in a Research class with Achieve 3000 & Exact Path literacy intervention in place. Learning-focused lessons infused into all English Language Arts and other core courses. Writing is being done across all curricula including Career and Technical Education classes, Social Studies, and Mathematics.

Rationale for Evidence-based Strategy: Differentiated instruction will support student growth and achievement. Collaborative-friendly practices, support, funding and additional resources will support student/faculty achievement and growth.

Action Steps to Implement

1. Level 1 students receive intensive instruction through Research classes.
2. Higher-order questioning of students during classroom discussions.
3. Rigorous and meaningful classroom instruction occurs each and every day; bell to bell.
4. Conduct periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding and provide feedback in a timely manner.

Person Responsible Nicole Bailey (baileyn@columbiak12.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Increase parent involvement by offering multiple events for parents and families at multiple times to allow for varying schedules, needs, and interests. Infuse technology into all classrooms. Increase student attendance for all grade levels to optimize learning opportunities.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Columbia High School encourages parental and community involvement by offering multiple events for families at multiple times to allow for varying schedules, needs, and interests. We have a Social Media presence which helps disseminate information to the stakeholders. We have an active School Advisory Council which meets regularly, and includes members from the community, parents, employees, and students.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$75,414.34
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	799-Miscellaneous Technology-Related	0011 - Columbia High School	Title V, Part B		\$2,500.00
<i>Notes: Exact Path</i>						
	2769	239-Other	0011 - Columbia High School	Title V, Part B		\$25,316.93
<i>Notes: After School Math Camp (Salaries/benefits/supplies)</i>						
	3376	130-Other Certified Instructional Personnel	0011 - Columbia High School	Title II		\$47,597.41
<i>Notes: Instructional Coach</i>						
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$12,740.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	799-Miscellaneous Technology-Related	0011 - Columbia High School	Title V, Part B		\$12,740.00
<i>Notes: Achieve3000</i>						
Total:						\$88,154.34