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Fort White High School

17828 SW STATE ROAD 47, Fort White, FL 32038

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

Demographics

Principal: Keith Couey

Start Date for this Principal: 9/28/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	94%
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* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: C (53%) 2016-17: C (50%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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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Fort White High School

17828 SW STATE ROAD 47, Fort White, FL 32038

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

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

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 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>.

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.

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

Provide the school's vision statement.

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

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
Couey, Keith	Principal	<ul style="list-style-type: none"> -Promote and maintain an educational environment where improving student outcomes is the primary focus. -Provide educational leadership and support in the development and instructional delivery of all curricular programs for the school. - Set high goals and standards of performance for self and others. - Provide comprehensive leadership to the school in the planning and implementation of school improvement initiatives. - Involve the faculty and the School Improvement Team/School Advisory Council (SAC) in decision-making. - Enhance the decision-making capabilities of all school-based personnel. - Function collaboratively with the School Improvement Team/SAC and district office to develop and implement a School Improvement Plan. - Model collaborative planning and shared decision-making with staff, faculty and the School Improvement Team/SAC. - Establish and balance priorities through effective time management. - Utilize appropriate interpersonal styles that indicate a consideration for the feelings and needs of others and that guide individuals or groups toward task / goal accomplishment. - Convey confidence and engender respect through professional appearance and actions. - Demonstrate readiness to make decisions, render judgments, take action, and commit oneself and assume full responsibility for those actions. - Maintain stable performance under pressure and / or opposition. - Establish procedures to monitor and / or regulate processes, tasks, or activities of subordinates and job activities and responsibilities. Take action to monitor the results of delegated assignments or projects. - Encourage continuous personal and professional development for all staff members. - Manage the operation of all activities and functions. - Interview and select qualified personnel to be recommended for employment. - Conduct performance appraisals and make reappointment recommendations for school personnel. - Implement and administer negotiated employee contracts. - Coordinate facility and support service requirements. - Coordinate plant safety and facility inspections. - Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. - Establish and manage student accounting and attendance procedures. - Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. - Direct the establishment of adequate property inventory records and ensure the security of school property. - Coordinate the supervision of all extracurricular programs. - Manage and supervise the school's athletic and student activity programs including the selection of club sponsors and coaches, approve all school-sponsored activities, and maintain a calendar of all school events. - Maintain visibility and accessibility on the school campus. - Attend school-related activities and events. - Supervise and monitor the accurate and timely completion of data collection and

Name	Title	Job Duties and Responsibilities
		<p>reporting requirements.</p> <ul style="list-style-type: none"> - Perform all other duties as assigned.
Shoup, Mitch	Assistant Principal	<ul style="list-style-type: none"> -Assume responsibility of the school when the principal is absent from the campus. -Develop and implement the school's instructional program with assistance from district personnel and provide its articulation among school personnel as assigned by the principal. -Develop, in conjunction with the principal, the master teaching schedule and assign teachers according to identified needs. -Utilize current educational trends in the planning and preparation of the school instructional program. -Interpret and enforce school board policy, state statutes and federal regulations. -Implement the accreditation program. -Coordinate the selection of textbooks, materials, and equipment. -Manage and administer the testing program for the school. -Facilitate personnel development to assure that the school will realize maximum value from each of its employees through inservice, the Professional Orientation Program, and other professional growth activities. -Facilitate the process of positive communication among students, parents, teachers, and staff in daily interactions. -Provide leadership in the event of a school crisis and/or civil disobedience. -Participate in the school improvement process. -Administer and develop teacher duty rosters for the school. -Provide supervision while maintaining visibility about the campus and classroom. -Establish and administer guidelines for proper student conduct and effective disciplinary procedures and policies. -Interpret and enforce the district's Code of Student Conduct. -Supervise all facets of the registration process. -Supervise and evaluate personnel as assigned by the principal. -Comply with provisions of collective bargaining agreements. -Participate in the interview process in selecting qualified personnel for employment. -Develop and maintain positive school/community relations, and act as a liaison between school and community. -Coordinate the school food service program as it relates to the special needs of the school. -Maintain adequate property inventory records, key control, and security of school property. -Participate in the development of long-range facility needs. -Coordinate plant safety and facility inspections at the school. -Administer the maintenance functions in a manner that ensures maximum life and use of the facility. -Coordinate transportation services. -Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget. -Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment, and services.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Administer the attendance policy and procedures. -Coordinate data processing activities. -Provide leadership for, and supervision of, extracurricular activity programs. -Participate in the administration of the school's athletic program. -Coordinate student activity programs, including the selection of club sponsors. -Coordinate school-sponsored activities and maintain a calendar of all school events. -Perform all other duties as assigned.
Duval, Jay	Assistant Principal	<ul style="list-style-type: none"> -Assume responsibility of the school when the principal is absent from the campus. -Develop and implement the school's instructional program with assistance from district personnel and provide its articulation among school personnel as assigned by the principal. -Develop, in conjunction with the principal, the master teaching schedule and assign teachers according to identified needs. -Utilize current educational trends in the planning and preparation of the school instructional program. -Interpret and enforce school board policy, state statutes and federal regulations. -Implement the accreditation program. -Coordinate the selection of textbooks, materials, and equipment. -Manage and administer the testing program for the school. -Facilitate personnel development to assure that the school will realize maximum value from each of its employees through inservice, the Professional Orientation Program, and other professional growth activities. -Facilitate the process of positive communication among students, parents, teachers, and staff in daily interactions. -Provide leadership in the event of a school crisis and/or civil disobedience. -Participate in the school improvement process. -Administer and develop teacher duty rosters for the school. -Provide supervision while maintaining visibility about the campus and classroom. -Establish and administer guidelines for proper student conduct and effective disciplinary procedures and policies. -Interpret and enforce the district's Code of Student Conduct. -Supervise all facets of the registration process. -Supervise and evaluate personnel as assigned by the principal. -Comply with provisions of collective bargaining agreements. -Participate in the interview process in selecting qualified personnel for employment. -Develop and maintain positive school/community relations, and act as a liaison between school and community. -Coordinate the school food service program as it relates to the special needs of the school. -Maintain adequate property inventory records, key control, and security of school property. -Participate in the development of long-range facility needs. -Coordinate plant safety and facility inspections at the school. -Administer the maintenance functions in a manner that ensures maximum life and use of the facility.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Coordinate transportation services. -Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget. -Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment, and services. -Administer the attendance policy and procedures. -Coordinate data processing activities. -Provide leadership for, and supervision of, extracurricular activity programs. -Participate in the administration of the school's athletic program. -Coordinate student activity programs, including the selection of club sponsors. -Coordinate school-sponsored activities and maintain a calendar of all school events. -Perform all other duties as assigned.
Giddens, Anthony	Assistant Principal	<ul style="list-style-type: none"> -Assume responsibility of the school when the principal is absent from the campus. -Develop and implement the school's instructional program with assistance from district personnel and provide its articulation among school personnel as assigned by the principal. -Develop, in conjunction with the principal, the master teaching schedule and assign teachers according to identified needs. -Utilize current educational trends in the planning and preparation of the school instructional program. -Interpret and enforce school board policy, state statutes and federal regulations. -Implement the accreditation program. -Coordinate the selection of textbooks, materials, and equipment. -Manage and administer the testing program for the school. -Facilitate personnel development to assure that the school will realize maximum value from each of its employees through inservice, the Professional Orientation Program, and other professional growth activities. -Facilitate the process of positive communication among students, parents, teachers, and staff in daily interactions. -Provide leadership in the event of a school crisis and/or civil disobedience. -Participate in the school improvement process. -Administer and develop teacher duty rosters for the school. -Provide supervision while maintaining visibility about the campus and classroom. -Establish and administer guidelines for proper student conduct and effective disciplinary procedures and policies. -Interpret and enforce the district's Code of Student Conduct. -Supervise all facets of the registration process. -Supervise and evaluate personnel as assigned by the principal. -Comply with provisions of collective bargaining agreements. -Participate in the interview process in selecting qualified personnel for employment. -Develop and maintain positive school/community relations, and act as a liaison between school and community. -Coordinate the school food service program as it relates to the special needs of the school.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Maintain adequate property inventory records, key control, and security of school property. -Participate in the development of long-range facility needs. -Coordinate plant safety and facility inspections at the school. -Administer the maintenance functions in a manner that ensures maximum life and use of the facility. -Coordinate transportation services. -Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget. -Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment, and services. -Administer the attendance policy and procedures. -Coordinate data processing activities. -Provide leadership for, and supervision of, extracurricular activity programs. -Participate in the administration of the school's athletic program. -Coordinate student activity programs, including the selection of club sponsors. -Coordinate school-sponsored activities and maintain a calendar of all school events. -Perform all other duties as assigned.

Demographic Information

Principal start date

Monday 9/28/2020, Keith Couey

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.*

2

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.*

1

Total number of teacher positions allocated to the school

77

Demographic Data

<p>2020-21 Status (per MSID File)</p>	<p>Active</p>
<p>School Type and Grades Served (per MSID File)</p>	<p>High School 6-12</p>
<p>Primary Service Type (per MSID File)</p>	<p>K-12 General Education</p>

2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
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* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: C (53%) 2016-17: C (50%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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	171	174	182	197	163	149	102	1138
Attendance below 90 percent	0	0	0	0	0	0	19	12	22	13	24	19	23	132
One or more suspensions	0	0	0	0	0	0	18	27	33	45	19	22	9	173
Course failure in ELA	0	0	0	0	0	0	12	8	28	11	6	23	15	103
Course failure in Math	0	0	0	0	0	0	18	10	14	7	22	23	15	109
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	23	18	35	40	25	40	32	213
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	24	28	25	32	21	33	12	175

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	29	26	45	42	30	46	24	242

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	11	5	1	1	0	0	2	20
Students retained two or more times	0	0	0	0	0	0	8	13	8	12	4	5	2	52

Date this data was collected or last updated

Monday 9/28/2020

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	189	183	190	170	111	171	127	1141
Attendance below 90 percent	0	0	0	0	0	0	21	19	37	21	20	36	58	212
One or more suspensions	0	0	0	0	0	0	29	17	25	16	11	10	9	117
Course failure in ELA or Math	0	0	0	0	0	0	25	20	37	16	43	29	30	200
Level 1 on statewide assessment	0	0	0	0	0	0	50	33	69	50	37	38	27	304

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	93	86	96	81	64	77	55	552

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
Students retained two or more times	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	189	183	190	170	111	171	127	1141
Attendance below 90 percent	0	0	0	0	0	0	21	19	37	21	20	36	58	212
One or more suspensions	0	0	0	0	0	0	29	17	25	16	11	10	9	117
Course failure in ELA or Math	0	0	0	0	0	0	25	20	37	16	43	29	30	200
Level 1 on statewide assessment	0	0	0	0	0	0	50	33	69	50	37	38	27	304

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	93	86	96	81	64	77	55	552

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
Students retained two or more times	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	52%	49%	56%	43%	45%	53%
ELA Learning Gains	56%	46%	51%	42%	39%	49%
ELA Lowest 25th Percentile	47%	30%	42%	36%	25%	41%
Math Achievement	59%	49%	51%	48%	38%	49%
Math Learning Gains	61%	47%	48%	50%	45%	44%
Math Lowest 25th Percentile	54%	35%	45%	45%	36%	39%
Science Achievement	67%	61%	68%	53%	53%	65%
Social Studies Achievement	75%	63%	73%	74%	55%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(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
06	2019	50%	57%	-7%	54%	-4%
	2018	51%	52%	-1%	52%	-1%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	57%	53%	4%	52%	5%
	2018	42%	48%	-6%	51%	-9%
Same Grade Comparison		15%				
Cohort Comparison		6%				
08	2019	57%	54%	3%	56%	1%
	2018	45%	51%	-6%	58%	-13%
Same Grade Comparison		12%				
Cohort Comparison		15%				
09	2019	43%	47%	-4%	55%	-12%
	2018	38%	45%	-7%	53%	-15%
Same Grade Comparison		5%				
Cohort Comparison		-2%				
10	2019	39%	49%	-10%	53%	-14%
	2018	42%	46%	-4%	53%	-11%
Same Grade Comparison		-3%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	56%	69%	-13%	55%	1%
	2018	55%	57%	-2%	52%	3%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	66%	63%	3%	54%	12%
	2018	52%	54%	-2%	54%	-2%
Same Grade Comparison		14%				
Cohort Comparison		11%				
08	2019	43%	36%	7%	46%	-3%
	2018	44%	37%	7%	45%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	59%	52%	7%	48%	11%
	2018	51%	46%	5%	50%	1%
Same Grade Comparison		8%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	63%	11%	67%	7%
2018	61%	60%	1%	65%	-4%
Compare		13%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	72%	4%	71%	5%
2018	68%	67%	1%	71%	-3%
Compare		8%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	63%	6%	70%	-1%
2018	74%	62%	12%	68%	6%
Compare		-5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	64%	-2%	61%	1%
2018	54%	51%	3%	62%	-8%
Compare		8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	50%	2%	57%	-5%
2018	37%	46%	-9%	56%	-19%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		15%			

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	24	41	36	31	44	45	25	52		90	28
BLK	36	51	52	39	49	50	30	56		100	20
HSP	57	64	50	59	65	64	54	80		80	50
MUL	39	50	44	48	61	64	61	74			
WHT	54	55	46	63	62	52	72	78	70	92	50
FRL	47	53	44	53	58	53	61	70	67	91	42

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	18	41	38	28	37	34	36	58		72	24
BLK	25	41	34	25	33	26	33	50		71	25
HSP	48	46	31	41	43	47	56	64		80	
MUL	33	42		33	58	46	41	67			
WHT	49	47	46	55	48	39	64	78	58	81	57
FRL	40	44	40	44	43	35	54	69	42	78	53

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	9	21	17	18	41	39	37	46		46	
BLK	18	23	27	30	45	39	28	50		73	
HSP	48	45	30	40	43	35	53	74			
MUL	38	38		39	34			64			
WHT	46	45	40	51	52	49	55	77	40	78	46
FRL	37	39	35	40	50	47	44	72	27	70	28

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)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	677
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
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	55

Multiracial Students	
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	63
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	58
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.

As the data was from the 2018-19 year we still showed low performance in CC Accel. CC Accel showed the lowest performance during the 2018-19 school year. The primary contributing factor was the low number of seniors who graduated with industry certifications or AP test passes. Industry certification issuing vocational classes were in a period of transition and new measures have already been put in place to ensure that 80% of students who graduate in 2022 will have industry certifications. The drop in the 10th-grade test is consistent with the Class of 2022 cohort throughout their education years. That group has always tested below average on each years' FSA. That cohort is also below the state average of 53%. Also, our 9th grade is still below the state average (55%).

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

HS College and Career Acceleration field. As a school, we dropped 6% in one year's time, and based on projections for the 2019-2020 school year, expect to drop another 10%. FWHS must find a way to increase Dual Enrollment participation and Industry Certification success. The primary factor contributing to the decline of this component was the transitional nature of vocational programs at FWHS. This rate will increase significantly by the 2021-22 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.

CC Accel had the greatest gap. As explained above, the transitional nature of our vocational programs was the reason for this trend.

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

Math low gains showed the greatest improvement during the previous school year. Several factors contributed to the rise in math scores, however, support facilitation is believed to have had the greatest influence.

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

As always, attendance is a major concern.

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

1. ELA Low Gains
2. ELA Achieve
3. Math Low Gains
4. Math Low Gains
5. Math Achieve

Part III: Planning for Improvement

Areas of Focus:

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

**Area of Focus
Description and
Rationale:**

Increase student achievement in ELA (by 5%), Math (by 8%) Support, funding, and additional resources will support student/faculty achievement and growth.

Measurable Outcome: Increase both achievement and growth on both FSA and Algebra I assessments.

**Person responsible
for monitoring
outcome:**

Keith Couey (coueyk1@columbiak12.com)

**Evidence-based
Strategy:**

ELA and math achievement will be monitored throughout the year using various methods and data collected on Performance Matters.

**Rationale for
Evidence-based
Strategy:**

Using data available has shown success in the past.

Action Steps to Implement

1. Teachers will maintain contact with parents throughout the year via phone contact, email, and/or parent-teacher conferences.
2. Acquire up-to-date classroom technology.
3. Reduce excessive Absences.
4. Assign staff members to oversee grant writing for available resources.
5. Conduct an Algebra I summer boot camp.
6. Provide i-Ready for ELA and Math to middle school classrooms.

Person Responsible Keith Couey (coueyk1@columbiak12.com)

#2. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale: Increase student achievement in industry certifications. If students achieve more industry certifications in vocational courses they will become more invested in school and more employable when they graduate.

Measurable Outcome: The measure used by the state to track student success in this area of focus is CC Accel. The school would like to see at least 80% achievement by the 2021-2022 school year.

Person responsible for monitoring outcome: Keith Couey (coueyk1@columbiak12.com)

Evidence-based Strategy: Certifications, AP, and Dual Enrollment will be monitored throughout the year using various methods and data collected on Performance Matters.

Rationale for Evidence-based Strategy: Using data available has shown success in the past.

Action Steps to Implement

1. Provide a minimum of one Educational Fair.
2. Host guest speakers in the media center at least once per quarter.
3. Promote CTE programs during parent meetings occurring regularly during the school year.
4. Acquire up to date technology

Person Responsible Keith Couey (coueyk1@columbiak12.com)

Additional Schoolwide Improvement Priorities

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

1. The curriculum in the following disciplines will be aligned to the Florida Standards via District Curriculum Maps, Lesson Plans, District Unit Assessments, Administrative Walk-throughs, and state adopted programs and textbooks.
2. Local assessments are used are District Unit Assessments, Performance Matters, and i-Ready
3. Additional instruction is provided for students are Achieve 3000, i-Ready, Study Island, Performance Matters, Khan Academy, and Credit Recovery options.
4. The School will consistently use evidence-based instructional strategies through the administration constantly monitoring lesson plans to ensure they are student-driven and modified for differentiation.

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.

Just as in all secondary schools, parent involvement continues to be an issue. FWHS has events such as Open House, ED Fair, and Career Day which allows parents opportunities to become involved in the child's education. Teachers have increased the frequency that they make contact with parents. FOCUS allows for student documentation and the administration has asked for teachers to document parent contact throughout the year.

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				\$66,738.88
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
0000	399-Other Technology-Related Purchased Services	0123 - Fort White High School	School Improvement Funds		\$2,000.00	
<i>Notes: Funding in support of ELA and Math</i>						
6400	130-Other Certified Instructional Personnel	0123 - Fort White High School	Title II	0.75	\$12,712.96	
<i>Notes: Instructional Coach</i>						
3270	300-Purchased Services	0123 - Fort White High School	Title V, Part B		\$2,500.00	
<i>Notes: Exact Path</i>						
3270	300-Purchased Services	0123 - Fort White High School	Title V, Part B		\$8,970.00	
<i>Notes: Achieve3000</i>						
3270	300-Purchased Services	0123 - Fort White High School	Title V, Part B		\$19,570.00	
<i>Notes: iReady Math and Reading (Middle School Only)</i>						

	3270	150-Aides	0123 - Fort White High School	Title V, Part B		\$20,985.92
			<i>Notes: After School Math Camp</i>			
2	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	399-Other Technology-Related Purchased Services	0123 - Fort White High School	School Improvement Funds		\$1,500.00
			<i>Notes: Support for CTE and Technology</i>			
					Total:	\$68,238.88