

Columbia County School District

# Fort White High School



## 2021-22 Schoolwide Improvement Plan

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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: 5/1/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	94%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (62%) 2017-18: C (53%) 2016-17: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	C

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### SIP Authority

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



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

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

Name	Position Title	Job Duties and Responsibilities
Carter, Ed	Assistant Principal	<ul style="list-style-type: none"> <li>-Administer the maintenance functions in a manner that ensures maximum life and use of the facility.</li> <li>-Coordinate transportation services.</li> <li>-Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget.</li> <li>-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.</li> <li>-Administer the attendance policy and procedures.</li> <li>-Coordinate data processing activities.</li> <li>-Provide leadership for, and supervision of, extracurricular activity programs.</li> <li>-Participate in the administration of the school's athletic program.</li> <li>-Coordinate student activity programs, including the selection of club sponsors.</li> <li>-Coordinate school-sponsored activities and maintain a calendar of all school events.</li> <li>-Perform all other duties as assigned.</li> </ul>
		<ul style="list-style-type: none"> <li>-Assume responsibility of the school when the principal is absent from the campus.</li> <li>-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.</li> <li>-Develop, in conjunction with the principal, the master teaching schedule and assign teachers according to identified needs.</li> <li>-Utilize current educational trends in the planning and preparation of the school instructional program.</li> <li>-Interpret and enforce school board policy, state statutes, and federal regulations.</li> <li>-Implement the accreditation program.</li> <li>-Coordinate the selection of textbooks, materials, and equipment.</li> <li>-Manage and administer the testing program for the school.</li> <li>-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.</li> <li>-Facilitate the process of positive communication among students, parents, teachers, and staff in daily interactions.</li> <li>-Provide leadership in the event of a school crisis and/or civil disobedience.</li> <li>-Participate in the school improvement process.</li> <li>-Administer and develop teacher duty rosters for the school.</li> <li>-Provide supervision while maintaining visibility about the campus and classroom.</li> <li>-Establish and administer guidelines for proper student conduct and effective disciplinary procedures and policies.</li> <li>-Interpret and enforce the district's Code of Student Conduct.</li> <li>-Supervise all facets of the registration process.</li> <li>-Supervise and evaluate personnel as assigned by the principal.</li> <li>-Comply with provisions of collective bargaining agreements.</li> <li>-Participate in the interview process in selecting qualified personnel for employment.</li> <li>-Develop and maintain positive school/community relations, and act as a liaison</li> </ul>

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

### Demographic Information

#### Principal start date

Wednesday 5/1/2013, 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**

69

**Total number of students enrolled at the school**

1,141

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

17

Identify the number of instructional staff who joined the school during the 2021-22 school year.

14

## Demographic Data

### Early Warning Systems

#### 2021-22

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	174	168	192	151	184	160	111	1140	
Attendance below 90 percent	0	0	0	0	0	0	35	47	66	43	53	54	31	329	
One or more suspensions	0	0	0	0	0	0	10	17	18	6	5	9	2	67	
Course failure in ELA	0	0	0	0	0	0	14	15	30	10	30	31	14	144	
Course failure in Math	0	0	0	0	0	0	16	30	23	11	39	35	18	172	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	35	36	60	40	48	34	26	279	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	44	38	52	34	22	20	16	226	
Number of students with a substantial reading deficiency	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	20	24	38	23	34	26	11	176	

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	10	49	40	16	0	0	1	116
Students retained two or more times	0	0	0	0	0	0	6	19	20	5	7	3	2	62

Date this data was collected or last updated

Friday 8/20/2021

#### 2020-21 - 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	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

**2020-21 - 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	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	

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	49%	56%	45%	47%	56%
ELA Learning Gains				56%	46%	51%	47%	45%	53%
ELA Lowest 25th Percentile				47%	30%	42%	41%	37%	44%
Math Achievement				59%	49%	51%	50%	40%	51%
Math Learning Gains				61%	47%	48%	47%	42%	48%
Math Lowest 25th Percentile				54%	35%	45%	38%	30%	45%
Science Achievement				67%	61%	68%	58%	61%	67%
Social Studies Achievement				75%	63%	73%	73%	56%	71%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	50%	57%	-7%	54%	-4%
Cohort Comparison						
07	2021					
	2019	57%	53%	4%	52%	5%
Cohort Comparison		-50%				
08	2021					
	2019	57%	54%	3%	56%	1%
Cohort Comparison		-57%				
09	2021					
	2019	43%	47%	-4%	55%	-12%
Cohort Comparison		-57%				
10	2021					
	2019	39%	49%	-10%	53%	-14%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	56%	69%	-13%	55%	1%
Cohort Comparison						
07	2021					
	2019	66%	63%	3%	54%	12%
Cohort Comparison		-56%				
08	2021					
	2019	43%	36%	7%	46%	-3%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	59%	52%	7%	48%	11%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	63%	11%	67%	7%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	72%	4%	71%	5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	63%	6%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	64%	-2%	61%	1%



GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	50%	2%	57%	-5%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 6-8 iReady

Grade 9-12 District Administered Assessments / Performance Matters

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	25	15	29	29	28	27	45		90	5
ELL	17	35	36	21	35						
BLK	28	27	11	32	33	26	59	52	50	100	31
HSP	38	45	45	34	28	15	61	57		100	50
MUL	38	29	17	45	27	10	71	60			

2021 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 2019-20	C & C Accel 2019-20
WHT	53	44	28	49	35	24	62	68	69	95	55
FRL	43	40	27	40	31	24	57	57	62	94	46
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

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	594
Total Components for the Federal Index	12
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES



Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Due to high absenteeism caused by quarantines during the 2020-21 school year all subject areas failed to maintain gains. Student achievement was also reduced.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA scores demonstrate the greatest need for improvement. Scores were experiencing growth, however, the achievement was still low during the 2019 FSA assessment.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Low student attendance during the 2020-21 school year was the primary factor. The FSA achievement scores were projected to be higher before the interruption of the school year.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math and Algebra 1 scores were projected to sustain high growth on the 2019 state assessments and progress monitoring.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Algebra 1 Bootcamp and allocation of Title IV funds for tutoring led to the improvement of scores. Teachers also displayed higher success due to professional development opportunities and forums made available to share best practices. Workshops have been made available post during the 2020-21 school year. Recently, the school was able to make after-school programs available due to lower COVID rates among the student body and staff.

#### What strategies will need to be implemented in order to accelerate learning?

All programs in effect before the end of the 2019-20 school year will need to be resumed, as well as additional after-school programs to increase student gains.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The district has hosted collaboration opportunities. Further professional development opportunities are being discussed as needed.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Algebra 1 boot camp will be reinstated in the summer.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Leadership specifically relating to Specific Teacher Feedback

<b>Area of Focus Description and Rationale:</b>	The school leadership team will provide feedback with teachers every quarter to ensure that best practices are being followed to maximize the effect of strategies listed in the Areas of Focus listed in the SIP. Leadership will assume ultimate responsibility for the performance of school staff.
<b>Measurable Outcome:</b>	Scores in all areas will improve in both state assessments and district progress monitoring. Outcomes in this Area of Focus will align with others identified below.
<b>Monitoring:</b>	The leadership team will review data at least once every quarter to ensure that progress monitoring and student achievement align with other Areas of Focus.
<b>Person responsible for monitoring outcome:</b>	Keith Couey (coueyk1@columbiak12.com)
<b>Evidence-based Strategy:</b>	District-based progress monitoring is designed to predict outcomes of state assessments.
<b>Rationale for Evidence-based Strategy:</b>	

#### Action Steps to Implement

*No action steps were entered for this area of focus*

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** FSA ELA scores have been identified as an area of concern and is currently identified as an area of both low achievement and low growth.

**Measurable Outcome:** A growth rate of 5% across all grades will be achieved on state FSA Exams.

**Monitoring:** District-administered progress monitoring will be the primary instrument for predicting achievement and growth on the FSA ELA test.

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

**Evidence-based Strategy:** District-administered progress monitoring tests will be constantly observed to ensure that they align with state standards.

**Rationale for Evidence-based Strategy:** Using data acquired from district progress monitoring assessments, teachers and administrators will be able to predict student outcomes. Further student growth can then be tailored for both general and individual student achievement.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**#3. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** FSA Math and Algebra 1 scores have been identified as an area of concern and are currently identified as an area of both low achievement and low growth.

**Measurable Outcome:** A growth rate of 8% across all grades will be achieved on both state FSA Math and Algebra 1 assessments.

**Monitoring:** District-administered progress monitoring will be the primary instrument for predicting achievement and growth on both FSA Math and Algebra 1 assessments.

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

**Evidence-based Strategy:** District-administered progress monitoring tests will be constantly observed to ensure that they align with state standards.

**Rationale for Evidence-based Strategy:** Using data acquired from district progress monitoring assessments, teachers and administrators will be able to predict student outcomes. Further student growth can then be tailored for both general and individual student achievement.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**#4. Instructional Practice specifically relating to Career & Technical Education**

<b>Area of Focus Description and Rationale:</b>	CC Accel achievement has been identified as an area of concern and is currently identified as an area of both low achievement and low growth.
<b>Measurable Outcome:</b>	90% of students graduating from Fort White High School will obtain at least one industry certification, passing a score on an AP exam, or a passing grade in a dual enrollment class.
<b>Monitoring:</b>	All high school students will be enrolled in a course that allows students to earn an industry certification, an AP class, or a dual enrollment class.
<b>Person responsible for monitoring outcome:</b>	Keith Couey (coueyk1@columbiak12.com)
<b>Evidence-based Strategy:</b>	The more opportunities given to students, the more achievement they will attain.
<b>Rationale for Evidence-based Strategy:</b>	If students are given more opportunities to successfully earn a certification, pass an AP exam, or successfully complete a dual enrollment course, they will succeed at a higher rate.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**During the 2020-21 school year there was an increase in discipline issues over the previous year. While this is still lower than the state average. It may also be due to the shortened number of in-person school days of the previous year. Stepped suspension for unwanted student behavior, such as the use of vapes, has been shown to reduce the number of instances of use.**

**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.**

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.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

- Administrators: Provide leadership in the implementation of the school mission. Model community involvement in all areas of the school.
- Teachers: Be the primary coordinator in the implementation of the school mission. Maintain contact among all parties involved
- Support Staff: Assist students and parents based on their job function.
- Parents: Communicate with other stakeholders and advocate on the students behalf.
- Community Leaders: Provide support for students outside the school. Provide guidance to students at school via activities at school
- Students: Approach all problems with the students in mind. Communicate needs to all other stakeholders.

**Part V: Budget**

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Leadership: Specific Teacher Feedback</b>				<b>\$14,619.75</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0123 - Fort White High School	Title II	15.0	\$14,619.75
<i>Notes: Instructional Coach</i>						
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$2,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	0000	500-Materials and Supplies	0123 - Fort White High School	School Improvement Funds		\$1,500.00
<i>Notes: Items to be used by classroom teachers to supplement their lessons</i>						
	0000	519-Technology-Related Supplies	0123 - Fort White High School	School Improvement Funds		\$1,000.00
<i>Notes: Items to be used by classroom teachers to improve access to instructional technology</i>						
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$2,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	0000	500-Materials and Supplies	0123 - Fort White High School	School Improvement Funds		\$1,500.00
<i>Notes: Items to be used by classroom teachers to supplement their lessons</i>						

	0000	519-Technology-Related Supplies	0123 - Fort White High School	School Improvement Funds		\$1,000.00
			<i>Notes: Items to be used by classroom teachers to improve access to instructional technology</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Career &amp; Technical Education</b>				<b>\$2,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	0000	500-Materials and Supplies	0123 - Fort White High School	School Improvement Funds		\$1,500.00
			<i>Notes: Items to be used by classroom teachers to supplement their lessons</i>			
	0000	519-Technology-Related Supplies	0123 - Fort White High School	School Improvement Funds		\$1,000.00
			<i>Notes: Items to be used by classroom teachers to improve access to instructional technology</i>			
<b>Total:</b>						<b>\$22,119.75</b>