

Columbia County School District

Columbia High School



2021-22 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: 10/11/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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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 9-12	No	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

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

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	Position Title	Job Duties and Responsibilities
Hosford, Thomas	Principal	<p>The Leadership Team works together to maintain a climate that supports student engagement in learning.</p> <p>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>
Bailey, Nicole	Assistant Principal	<p>The Leadership Team works together to maintain a climate that supports student engagement in learning.</p> <p>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>
Peeler, Doug	Assistant Principal	<p>The Leadership Team works together to maintain a climate that supports student engagement in learning.</p> <p>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.</p> <p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Leadership Team</p> <p>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>
Miller, Wampannaga	Assistant Principal	<p>The Leadership Team works together to maintain a climate that supports student engagement in learning.</p> <p>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	
Dixon, Latwala	Assistant Principal	<p>The Leadership Team works together to maintain a climate that supports student engagement in learning.</p> <p>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	
Cooper, Carrie	Teacher, K-12	
Thompson, Kathryn	Teacher, K-12	
O'neal, Brandi	Other	
Faulkner, Steve	Other	
Reynolds, Michael	Teacher, K-12	

Name	Position Title	Job Duties and Responsibilities
Nelson, Trisheka	School Counselor	

Demographic Information

Principal start date

Monday 10/11/2021, 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

105

Total number of students enrolled at the school

1,737

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.

8

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	0	0	0	0	472	447	438	379	1736
Attendance below 90 percent	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	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 10/13/2021

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	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	
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	
Level 1 on 2019 statewide Math assessment	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	
Students with two or more indicators	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	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	
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	
Level 1 on 2019 statewide Math assessment	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	
Students with two or more indicators	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		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

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				49%	49%	56%	47%	47%	56%
ELA Learning Gains				46%	46%	51%	45%	45%	53%
ELA Lowest 25th Percentile				30%	30%	42%	37%	37%	44%
Math Achievement				49%	49%	51%	40%	40%	51%
Math Learning Gains				47%	47%	48%	42%	42%	48%
Math Lowest 25th Percentile				35%	35%	45%	30%	30%	45%
Science Achievement				61%	61%	68%	61%	61%	67%
Social Studies Achievement				63%	63%	73%	56%	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
09	2021					
	2019	45%	47%	-2%	55%	-10%
Cohort Comparison						
10	2021					
	2019	51%	49%	2%	53%	-2%
Cohort Comparison		-45%				

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
2021					
2019	61%	63%	-2%	67%	-6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	63%	-2%	70%	-9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	64%	-19%	61%	-16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	50%	-1%	57%	-8%

Grade Level Data Review - Progress Monitoring Assessments

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

ELA 9th grade and 10th grade= Performance Matters

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	404/56.2%	387/54.8%	414/54.2%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	ALG [#/%]	ALG [#/%]	ALG [#/%]
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	414/56.2%	372/63.6%	381/57.2%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	GEO [#/%]	GEO [#/%]	GEO [#/%]
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	156/32.9%		232/78.9%
	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			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	162/28.7%		135/78.3%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	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			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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	15	29	27	17	30	30	33	38		88	24
ELL	17	18		31	18					100	30
ASN	60	64								100	36
BLK	21	31	34	11	20	37	30	47		96	19
HSP	44	44	28	27	16		47	67		96	28

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
MUL	38	25		18	19		57	64		100	33
WHT	55	46	26	39	21	25	61	80		97	51
FRL	34	35	32	20	21	27	42	59		96	27
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
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

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	25
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
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	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	50
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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 the Covid-19 pandemic, CHS has continued to struggle with student & teacher attendance, student motivation and participation, and rigorous instruction. CHS has not yet achieved the previously stated goals.

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

Algebra I proficiency for grade 9 students is 19%
 Algebra I proficiency for grade 10 students is 11%
 Geometry proficiency for grade 10 students is 26%
 Biology proficiency for grade 10 students is 26%
 ELA proficiency for grade 10 students is 43%
 ELA proficiency for grade 9 students is 45%

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

Covid-19 pandemic affected absenteeism of students and teachers & created an achievement gap. Non-engaged students, rigorous instruction.

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

Geometry proficiency for grade 9 students is 50%
 Biology proficiency for grade 9 students is 71%
 U.S. History proficiency for grade 9 students is 71%
 U.S. History proficiency for grade 10 students is 69%

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

Rigorous instruction. Biology wars. Document cameras purchased for math department allowed teachers to better reach students who were sent home for quarantine.

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

Teachers will continue to conduct 'data chats' to allow students to take ownership of their learning. Students will clearly understand their individual path to achieving their goal.

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.

Instructional Coaches work with faculty to determine the needs of teachers on the CHS campus. They conduct surveys, meet with teachers, and conduct data to determine what professional development opportunities are needed. While there are professional development opportunities being added throughout the year, currently scheduled events include: Resources for Teachers, Student Engagement, & SMARTBoard Training.

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

Mentoring for new, newer, and/or struggling teachers.
Teacher Induction Program
CHS Resources and Google Classroom
Purple and Gold Labs
Coaching

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Improve the performance of the bottom lowest 25th percentile of students in English Language Arts and Mathematics as measured by the Florida Standards Assessment English Language Arts Assessment, Florida Standards Assessment Algebra I End-of-Course Exam, and the Florida Standards Assessment Geometry End-of-Course Exam.
Measurable Outcome:	Increase the performance of the bottom lowest 25th percentile by 5% as measured by the Florida Standards Assessment English Language Arts Assessment, Florida Standards Assessment Algebra I End-of-Course Exam, and the Florida Standards Assessment Geometry End-of-Course Exam.
Monitoring:	Progress Monitoring via Performance Matters. Teacher created assessments. Informal and formal assessments. Teacher monitoring.
Person responsible for monitoring outcome:	Thomas Hosford (hosfordt@columbiak12.com)
Evidence-based Strategy:	All Florida Standards Assessment Level 1 students are placed in a Research class for extra support. Learning-focused lessons are infused into all English Language Arts and other core courses. Remediation, re-teaching, and re-testing opportunities for students who are not successful in passing Algebra I End of Course exam (Algebra I bootcamp). SAT/ACT/ELA bootcamps available during planning, after school, and on some Saturdays.
Rationale for Evidence-based Strategy:	Differentiated instruction supports student growth and achievement. Collaborative-friendly practices, support, funding and additional resources 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 tutoring, and are re-evaluated for improvements. 7. Teachers meet routinely with others within the district and school to review and re-evaluate the curriculum map.

Person Responsible Thomas Hosford (hosfordt@columbiak12.com)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Improve the performance of students in English Language Arts, Text-based Writing Proficiency, and Mathematics as measured by the Florida Standards Assessment English Language Arts Assessment, Florida Standards Assessment Algebra I End-of-Course Exam, and the Florida Standards Assessment Geometry End-of-Course Exam.
Measurable Outcome:	Increase the performance of 9th and 10th grade text-based writing scores by 5 points as measured by the English Language Arts Florida Standards Assessment Text-Based Writing Assessment. Increase the performance by 5% as measured by the Florida Standards Assessment English Language Arts Assessment, Florida Standards Assessment Algebra I End-of-Course Exam, and the Florida Standards Assessment Geometry End-of-Course Exam.
Monitoring:	Progress Monitoring via Performance Matters. Teacher created assessments. Informal and formal assessments. Teacher monitoring. Scores from the PSAT/ACT/SAT.
Person responsible for monitoring outcome:	Thomas Hosford (hosfordt@columbiak12.com)
Evidence-based Strategy:	Writing is being taught and practiced across all curricula including: Career and Technical Education classes, Social Studies, and Mathematics. All Florida Standards Assessment Level 1 students are placed in a Research class for extra support. Learning-focused lessons are infused into all English Language Arts and other core courses. Remediation, re-teaching, and re-testing opportunities for students who are not successful in passing Algebra I End of Course exam (Algebra I bootcamp). SAT/ACT/ELA bootcamps available during planning, after school, and on some Saturdays.
Rationale for Evidence-based Strategy:	Differentiated instruction supports student growth and achievement. Collaborative-friendly practices, support, funding and additional resources 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. 5. Unsuccessful students receive remediation, are invited to attend boot camp and tutoring, and are re-evaluated for improvements. 7. Teachers meet routinely with other teachers within the district and school to review and re-evaluate the curriculum map and planning guides.

Person Responsible Nicole Bailey (baileyn@columbiak12.com)

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.

Columbia High School Ranks #321 out of 505 high schools statewide for distribution of high schools based on number of reported incidents per 100 during the most recent reported school year (2019-2020). CHS reported 3.7 incidents per 100 students. When compared to all high schools statewide, it falls into the high category. Just to be transparent, this data is lagging. The rest of the SIP is dealing with the 2020-2021 school year. This data, pulled directly from the SafeSchoolsforAlex.org website, as indicated above, is from 2019-2020.

Increase parent involvement by offering multiple events for parents and families at multiple times to allow for varying schedules, needs, and interests. Become more effective with technology use in 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.

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.

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

Students, Parents, Guardians-key stakeholders in education.

Faculty and staff-provide a safe and effective learning environment.

School Advisory Council-Assist in the preparation and evaluation of the results of the school improvement plan and to assist the principal with the annual school budget.

Community members and business partners-support school initiatives

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				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$50,723.95
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3376	130-Other Certified Instructional Personnel	0011 - Columbia High School	Title II		\$50,723.95
			<i>Notes: Instructional Coach</i>			
Total:						\$50,723.95