

Columbia County School District

# Fort White High School



## 2022-23 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>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	94%
<b>2021-22 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>	2021-22: B (54%) 2018-19: A (62%) 2017-18: C (53%)
<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>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Columbia County School Board on 10/25/2022.

## 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	94%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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### SIP Authority

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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
Bailey, Nicole	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 2022 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 2022 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**

75

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

1,154

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

## Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	177	165	177	178	140	171	146	1154
Attendance below 90 percent	0	0	0	0	0	0	52	41	53	56	45	53	57	357
One or more suspensions	0	0	0	0	0	0	16	29	53	35	21	25	30	209
Course failure in ELA	0	0	0	0	0	0	17	8	21	12	7	20	13	98
Course failure in Math	0	0	0	0	0	0	17	10	16	14	28	25	20	130
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	37	38	55	57	48	57	31	323
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	40	45	47	46	21	13	17	229
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	29	47	56	38	55	30	255

Using the table above, complete the table below with the number of students by current grade level who have 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	33	39	57	51	43	47	44	314

Using current year data, complete the table below with the number of students identified as being "retained.":

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	7	4	7	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	15	10	15	15	4	2	3	64

Date this data was collected or last updated

Monday 8/29/2022

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	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	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

**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	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	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	

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	47%	51%				52%	49%	56%
ELA Learning Gains	41%						56%	46%	51%
ELA Lowest 25th Percentile	22%						47%	30%	42%
Math Achievement	48%	34%	38%				59%	49%	51%
Math Learning Gains	53%						61%	47%	48%
Math Lowest 25th Percentile	44%						54%	35%	45%
Science Achievement	65%	37%	40%				67%	61%	68%
Social Studies Achievement	65%	39%	48%				75%	63%	73%

### 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	2022					
	2019	50%	57%	-7%	54%	-4%
Cohort Comparison						
07	2022					
	2019	57%	53%	4%	52%	5%
Cohort Comparison		-50%				
08	2022					
	2019	57%	54%	3%	56%	1%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	56%	69%	-13%	55%	1%
Cohort Comparison						
07	2022					
	2019	66%	63%	3%	54%	12%
Cohort Comparison		-56%				
08	2022					
	2019	43%	36%	7%	46%	-3%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	59%	52%	7%	48%	11%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	63%	11%	67%	7%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	72%	4%	71%	5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	63%	6%	70%	-1%



ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	64%	-2%	61%	1%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	50%	2%	57%	-5%

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	32	11	30	42	30	39	51		94	13
ELL	44	43		38	36						
BLK	30	30	19	25	42	40	45	36		91	50
HSP	43	44	14	43	55	46	66	52	45		
MUL	33	38	33	50	61		81	54			
WHT	50	43	23	52	53	46	66	73	59	100	57
FRL	41	37	19	44	52	44	60	64	55	98	45
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			
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

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	596
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	41
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	45

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

Student achievement in all subject areas is still below pre-quarantine levels on ELA, Math, and subject area tests. High absenteeism and a lack of ability to fill all teaching positions are still reducing potential growth.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the 2021-22 Federal Percent of Points Index, English Language Arts demonstrate the greatest need for improvement. Following that; Math scores, while beginning to recover to 2019 levels, need attention to ensure gains continue. CTE achievement remains below state levels, closing subgroup gaps may result in higher index scores. Lastly, community involvement, in general, has been declining.

**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, changing standards, inability to fill critical positions and high staff turnover have all contributed to losses in English Language Arts and Math. Substantial support is needed among all subgroups to maintain gains and close gaps.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Math scores have shown the highest margin gains based on a comparison from last year.

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

Highly effective veteran teachers employed effective strategies and provided their colleagues support in the form of best practices and mentorship. Turnover has so far been low in the most senior math positions.

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

Accelerated learning can only be achieved by stability. Factors outside the control of the school are most likely going to provide the biggest barriers to continuing learning 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 held in the summer.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The school leadership team will provide feedback to 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.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

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.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

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.

**Person responsible for monitoring outcome:**

Keith Couey (coueyk1@columbiak12.com)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

District-based progress monitoring is designed to predict outcomes of state assessments.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

This is a traditional and effective method.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**#2. ESSA Subgroup specifically relating to English Language Learners****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2021-22 Federal Percent of Points Index published by the Florida Department of Education, English Language Learners have been identified as a being a subgroup that fell below 41% achievement on state assessments during that school year. According to the report ELL students achieved a score of 30%

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Using the Progress Monitoring 1, 2, and 3 (PM) assessments given in the 2022-23 school year 75% of English Language Learners will show a growth in achievement scores.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers, Administrators, and District personnel will review the results and provide the necessary support to students to ensure goals are met. Specifically, all stakeholders will monitor students' scores and identify those who did not show growth between PM1 and PM2 assessments.

**Person responsible for monitoring outcome:**

Keith Couey (coueyk1@columbiak12.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

The state-administered PM1, PM2, and PM3 tests will be compared with classroom grades and district assessments to ensure that they align with state standards.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Using data acquired from PM1, PM2, and PM3 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**#3. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2021-22 Federal Percent of Points Index published by the Florida Department of Education, Students with Disabilities have been identified as a subgroup that fell below 41% achievement on state assessments during that school year. According to the report, SwD students achieved a score of 32%

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Using the Progress Monitoring 1, 2, and 3 (PM) assessments given in the 2022-23 school year 75% of Students with Disabilities will show a growth in achievement scores.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers, Administrators, and District personnel will review the results and provide the necessary support to students to ensure goals are met. Specifically, all stakeholders will monitor students' scores and identify those who did not show growth between PM1 and PM2 assessments.

**Person responsible for monitoring outcome:**

Keith Couey (coueyk1@columbiak12.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

The state-administered PM1, PM2, and PM3 tests will be compared with classroom grades and district assessments to ensure that they align with state standards.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Using data acquired from PM1, PM2, and PM3 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2021-22 Federal Percent of Points Index published by the Florida Department of Education, English Language Arts achievement for the last school year stood at 50%. Only 43% of students made gains and of that only 23% of the lowest quartile made gains.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Using the Progress Monitoring 1, 2, and 3 (PM) assessments given in the 2022-23 school year 75% of students will show a growth in achievement scores.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers, Administrators, and District personnel will review the results and provide the necessary support to students to ensure goals are met. Specifically, all stakeholders will monitor students' scores and identify those who did not show growth between PM1 and PM2 assessments.

**Person responsible for monitoring outcome:**

Keith Couey (coueyk1@columbiak12.com)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

The state-administered PM1, PM2, and PM3 tests will be compared with classroom grades and district assessments to ensure that they align with state standards.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Using data acquired from PM1, PM2, and PM3 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No description entered*

**Person Responsible**

[no one identified]



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

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2021-22 Federal Percent of Points Index published by the Florida Department of Education, English Language Arts achievement for the last school year stood at 52%. Only 53% of students made gains and of that only 46% of the lowest quartile made gains.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Using the Progress Monitoring 1, 2, and 3 (PM) assessments given in the 2022-23 school year 75% of students will show a growth in achievement scores.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers, Administrators, and District personnel will review the results and provide the necessary support to students to ensure goals are met. Specifically, all stakeholders will monitor students' scores and identify those who did not show growth between PM1 and PM2 assessments.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

The state-administered PM1, PM2, and PM3 tests will be compared with classroom grades and district assessments to ensure that they align with state standards.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Using data acquired from PM1, PM2, and PM3 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**#6. Instructional Practice specifically relating to Career & Technical Education****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The gap between subgroups enrolled in AP classes, and the achievement on industry certification tests is still below the state average based on information available on [edudata.fldoe.org](http://edudata.fldoe.org)

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Using the AP exam scores, dual-enrollment grades, and CAPE certifications given in the 2022-23 school year 75% of students will achieve one of the following:

\*a score of 3, 4, or 5 on a College Board Advanced Placement (AP) examination

\*a C- or better in an approved dual enrollment course

\*a CAPE industry certification or a CAPE acceleration industry certification identified in the Industry Certification Funding List

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Guidance personnel will ensure that students are enrolled in classes in which they can earn AP, dual-enrollment, or industry certification credit. Teachers, Administrators, and District personnel will review the results and provide the necessary support to students to ensure goals are met.

**Person responsible for monitoring outcome:**

Keith Couey ([coueyk1@columbiak12.com](mailto:coueyk1@columbiak12.com))

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Ensure that students are enrolled in at least one AP, dual-enrollment, or CAPE industry certification class a year.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Increasing the number of opportunities for students to attain success in AP, dual-enrollment, and industrial certification classes will increase the likelihood that they will complete school having attained successful completion of one of the previously mentioned programs.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**#7. Positive Culture and Environment specifically relating to Parent and Community Involvement.**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Although not a Title I school, since the 2019/20 school year there has been a noticeable reduction in parent involvement in non-sports activities. Increasing participation from the community will increase student achievement.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

After administering a parent participation survey, 51% or more respondents will report attending a non-sports school function during the 2022/23 school year.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Attendance will be recorded at school functions.

**Person responsible for monitoring outcome:**

Keith Couey (coueyk1@columbiak12.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Community events: CCE Job fair, community partners' presentations, fine arts performances, Open House, ED Fair, Awards ceremonies.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

To increase parental and community involvement, specifically at FWHS, we will provide a venue for community and school events.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**#8. ESSA Subgroup specifically relating to Multi-Racial****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2021-22 Federal Percent of Points Index published on the Florida Department of Education, Multi-Racial students have been identified as a being a subgroup that fell below 41% achievement on state assessments during that school year. According to the report Milti-Racial students achieved a score of 37%

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Using the Progress Monitoring 1, 2, and 3 (PM) assessments given in the 2022-23 school year 75% of Multi-Racial students will show growth.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers, Administrators, and District personnel will review the results and provide the necessary support to students to ensure goals are met. Specifically, all stakeholders will monitor students' scores and identify those who did not show growth between PM1 and PM2 assessments.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

The state-administered PM1, PM2, and PM3 tests will be compared with classroom grades and district assessments to ensure that they align with state standards.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Using data acquired from PM1, PM2, and PM3 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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 their child's education. Teachers have increased the frequency with 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 school culture and environment.**

- 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.