

Columbia County School District

# Columbia High School



## 2022-23 Schoolwide Improvement Plan

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# Columbia High School

469 SE FIGHTING TIGER DR, Lake City, FL 32025

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

## Demographics

**Principal: Thomas Hosford**

Start Date for this Principal: 11/21/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<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)	80%
<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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (48%) 2018-19: C (52%) 2017-18: C (47%)
<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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## Columbia High School

469 SE FIGHTING TIGER DR, Lake City, FL 32025

<http://chs.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 9-12	No	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

### School Board Approval

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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.**

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.**

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.

### 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
Hosford, Thomas	Principal	The principal is the administrative and supervisory head of the school. He is responsible for the operation of the entire school unit and the final authority on all matters relating to school personnel, financial affairs, equipment; and guides and supervises instructional personnel. All organizations and activities are subject to his final approval. The principal works closely with the county superintendent and school staff to ensure that school board policies are carried out in the school.
Dixon, Latwala	Assistant Principal	The assistant principals assume responsibility for the operation of the school in the absence of the principal and, at all times, work on authority delegated by the principal. Specific responsibilities shared by assistant principals are: Supervision of students before and after school. Assistance and recommendation to the principal in budgetary matters. Assistance to principal in personnel hiring and retention. Evaluation of instructional personnel. Development of a consistent philosophy of education. Coordination of Exceptional Education Student staffing. Supervises/participates in after school activities. Supervision/coordination of summer school will be on a rotational basis among the assistant principals (if approved by District).
Miller, Wampannaga	Assistant Principal	The assistant principals assume responsibility for the operation of the school in the absence of the principal and, at all times, work on authority delegated by the principal. Specific responsibilities shared by assistant principals are: Supervision of students before and after school. Assistance and recommendation to the principal in budgetary matters. Assistance to principal in personnel hiring and retention. Evaluation of instructional personnel. Development of a consistent philosophy of education. Coordination of Exceptional Education Student staffing. Supervises/participates in after school activities. Supervision/coordination of summer school will be on a rotational basis among the assistant principals (if approved by District).
Peeler, Doug	Assistant Principal	The assistant principals assume responsibility for the operation of the school in the absence of the principal and, at all times, work on authority delegated by the principal. Specific responsibilities shared by assistant principals are: Supervision of students before and after school. Assistance and recommendation to the principal in budgetary matters. Assistance to principal in personnel hiring and retention. Evaluation of instructional personnel. Development of a consistent philosophy of education. Coordination of Exceptional Education Student staffing. Supervises/participates in after school activities.



Name	Position Title	Job Duties and Responsibilities
		Supervision/coordination of summer school will be on a rotational basis among the assistant principals (if approved by District).
Coleman, Christopher	Administrative Support	Student Behavior Support

## Demographic Information

### Principal start date

Monday 11/21/2016, Thomas Hosford

**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.*

1

**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.*

8

**Total number of teacher positions allocated to the school**

97

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

1,741

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

21

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

7

### 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	0	0	0	0	469	447	400	404	1720
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	155	123	146	134	558
One or more suspensions	0	0	0	0	0	0	0	0	0	0	138	103	90	94	425
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	17	57	48	54	176
Course failure in Math	0	0	0	0	0	0	0	0	0	0	28	76	44	58	206
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	152	109	123	105	489
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	114	66	60	60	300
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	129	111	160	113	513

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	0	0	0	156	132	146	130	564

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	0	0	0	3	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	15	9	14	8	46	

Date this data was collected or last updated

Monday 10/3/2022

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	0	0	0	473	446	438	379	1736
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	121	138	144	164	567
One or more suspensions	0	0	0	0	0	0	0	0	0	55	45	48	14	162
Course failure in ELA	0	0	0	0	0	0	0	0	0	80	83	93	29	285
Course failure in Math	0	0	0	0	0	0	0	0	0	75	60	74	9	218
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	50	92	65	73	280
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	27	75	76	178
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	91	125	121	337

**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	95	124	132	72	423

**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	

**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	473	446	438	379	1736
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	121	138	144	164	567
One or more suspensions	0	0	0	0	0	0	0	0	0	55	45	48	14	162
Course failure in ELA	0	0	0	0	0	0	0	0	0	80	83	93	29	285
Course failure in Math	0	0	0	0	0	0	0	0	0	75	60	74	9	218
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	50	92	65	73	280
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	27	75	76	178
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	91	125	121	337

**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	95	124	132	72	423

#### 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	3	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	15	9	14	8	46

## 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	47%	47%	51%				49%	49%	56%
ELA Learning Gains	47%						46%	46%	51%
ELA Lowest 25th Percentile	33%						30%	30%	42%
Math Achievement	37%	34%	38%				49%	49%	51%
Math Learning Gains	39%						47%	47%	48%
Math Lowest 25th Percentile	34%						35%	35%	45%
Science Achievement	49%	37%	40%				61%	61%	68%
Social Studies Achievement	59%	39%	48%				63%	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

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
2022					
2019	61%	63%	-2%	67%	-6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	63%	-2%	70%	-9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	64%	-19%	61%	-16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	50%	-1%	57%	-8%

## 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	12	29	26	21	27	30	11	39		90	12
ASN	83	100									
BLK	24	31	26	20	27	22	24	38		93	20
HSP	50	43		31	31	31	50	59		91	42
MUL	45	54		39	42		46	50		95	30
WHT	56	53	41	47	46	55	60	69		96	53
FRL	35	40	31	31	37	34	40	54		94	33
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

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
BLK	21	31	34	11	20	37	30	47		96	19
HSP	44	44	28	27	16		47	67		96	28
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

### 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	48
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	483
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
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 levels (ELA and Math) increased from 2016-2018. In 2020-2021 there was a decrease in student achievement, conversely, student achievement increased in 2021-2022. Currently, we remain 4% below the pre-COVID student achievement data.

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

The federal index for SWD students is 30%. The federal index for black/African American students is 33%. FSA ELA proficiency, gains, and lowest quartile gains increased by an average of 4%. FSA Math significantly increased in proficiency and learning gains. The lowest quartile also showed an increase of 5% in learning gains.

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

Absenteeism, other than suspensions, along with suspensions (ISS and OSS) are a major contributing factors that need improvement. We offer our STRIPES program, which is a multiple chance drawing that ranges from gift certificates, gift cards and cash. There is still a number of students that are absent with COVID related reasons, which results in a major learning loss. We encourage Parent Involvement, Parent Conferences, and offer the Parent Portal to allow parents multiple ways to virtually keep track of their student's progress in classes. Parent Portal gives parents a look into grades and attendance.

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

Math showed the most improvement overall. Math FSA showed an increase of 19 percentage points in learning gains.

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

The school increased the experience level of teachers, teaching math. Additionally, the department engaged in greater collaboration in lesson development, student ownership, and school vision.

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

Accelerated learning is driven by uncontrollable factors that happen outside of the school. We reach out to parents. We conference and reward desired behaviors with students but these factors have continued



to be a major barrier to our desired learning gains. Honor classes, Dual enrollment and AP Classes are offered to students to accelerate learning.

**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.**

We are offering multiple opportunities for guardians to come on campus (or virtually) to learn best practices and avenues to work closely with the school and their student (such as Parent Portal). Teachers also use e-mail, REMIND and other electronic communication to communicate with parents and students in real time. Having multiple opportunities (Open House, SAC Meetings, Parent Class Meetings, etc) allow parents to come on campus to learn more about what the school has to offer all stakeholders. We send teachers to AP trainings and we have Professional Developments on campus (FOCUS, Google Classroom, Microsoft Office). NEFEC and College Board also offers professional developments for our teachers and leaders.

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

We have a number of additional services that we offer to ensure sustainability of improvement, such as, Algebra Boot Camp, SAT Saturdays, after school tutoring and multiple opportunities to take state testing.

### **Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus****Description and Rationale:**

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

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:**

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

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

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:**

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

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:**

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

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.

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** [no one identified]

## #2. 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.**

This subgroup was one of the lowest performing groups on the FSA for Columbia High.

#### Measurable Outcome:

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

We plan to increase the learning gains of students with disabilities by 3% in all areas.

#### Monitoring:

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

We will not have FSA as our Performing Measuring Tool this year but we will look at the new Measuring Tool (FAST) and monitor our proficiency throughout the year and of course.

**Person responsible for monitoring outcome:**

Thomas Hosford (hosfordt@columbiak12.com)

#### Evidence-based Strategy:

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

We are using the new state measuring tool that is designed to predict our end of the year proficiency.

#### Rationale for Evidence-based Strategy:

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

This rationale 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***

**#3. ESSA Subgroup specifically relating to Black/African-American****Area of Focus Description and Rationale:**

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

The federal index for black/African American students is 33%.

**Measurable Outcome:**

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

By the end of the 2022-2023 school year, 41% of these students will be level 3 or higher.

**Monitoring:**

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

FAST progress monitoring and FOCUS assessments will be monitored for student achievement outcomes.

**Person responsible for monitoring outcome:**

Thomas Hosford (hosfordt@columbiak12.com)

**Evidence-based Strategy:**

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

We are using the new state measuring tool that is designed to predict our end of the year proficiency.

**Rationale for Evidence-based Strategy:**

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

This rationale 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*

**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.**

Parents are welcome to Columbia High School at any time. The administration and/or any faculty/staff that are not engaged in contact time with students at that time are more than willing to meet with any parent that comes. We have multiple avenues of communicating with all stakeholders that allow the Columbia High Community to stay up to date with events on campus, such as, multiple social media pages, newspaper write-ups, e-mails, the REMIND/DOJO online applications, and automated call outs. Various times of the year, we have events on campus to get parents to come fellowship and encourage them to become more engaged/involved at the school. We have Open House, Homecoming Events, Grade Level/CLASS parent meetings, concerts, plays, and more. At the end of the grading periods, we reward students with our STRIPES program. This is where students that have good grades, adequate attendance and desired

behavior can win various prizes. We give away at least \$1000 per drawing and there are up to 100 winners. We also participate in parades, school board meetings and other community events that we are invited to. Columbia High School is embedded in this community.

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

Students-They are the ones that all decisions are based on and about. They are the greatest resource and powerful motivation of every decision. They are able to communicate and are connected to all stakeholders

Administrators-Provide leadership while assisting in the implementation of the school mission. Model community involvement in all areas of the school.

Teachers-They are the front line to carry out all decisions made in education. We all approach problems with students in mind and we strive to guide them to be the best version of themselves.

Support Staff-They assist students, parents and other school employees depending on student/school need(s).

Parents-Communicate with other stakeholders and the student's main advocate.

Community Leaders-They provide support in a multitude of ways to the students and the school inside (by donating) and outside (various ways) of the school.