Fernandina Beach High School

2022-23 Schoolwide Improvement Plan

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Fernandina Beach High School

435 CITRONA DR, Fernandina Beach, FL 32034

[no web address on file]

Demographics

Principal: Chris Webber

Start Date for this Principal: 6/1/2020

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: A (71%) 2017-18: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Nassau 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	34%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Fernandina Beach High School's mission is to develop each student as an inspired life-long learner and problem solver with the strength of character to serve as a productive member of society.

Provide the school's vision statement.

Fernandina Beach High School will provide a safe and productive learning environment in which students can communicate effectively, think critically, solve problems and are technologically literate through a variety of curricular and extra-curricular activities. Through a challenging course of study with high standards, students will become responsible learners who can not only work collaboratively, but also be accountable for their own academic and developmental progress.

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
Webber, Chris	Principal	
Lane, Merideth	Assistant Principal	
Hicks, Robert	School Counselor	
Coombs, Sarah	School Counselor	
Woodard, Mike	Dean	

Demographic Information

Principal start date
Monday 6/1/2020, Chris Webber

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.*
55

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
52

Total number of students enrolled at the school
1,030

Identify the number of instructional staff who left the school during the 2021-22 school year.
4

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	254	277	243	251	1025
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	8	6	6	21
One or more suspensions	0	0	0	0	0	0	0	0	0	27	24	14	7	72
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	13	7	15	46
Course failure in Math	0	0	0	0	0	0	0	0	0	37	15	20	13	85
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	22	29	0	0	51
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	20	13	11	15	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	35	26	26	16	103

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	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
Tuesday 10/4/2022

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	273	239	251	218	981
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	8	6	6	21
One or more suspensions	0	0	0	0	0	0	0	0	0	22	11	9	5	47
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	13	7	15	46
Course failure in Math	0	0	0	0	0	0	0	0	0	37	15	20	13	85
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	22	29	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	20	13	11	15	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	35	26	26	16	103

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	273	239	251	218	981
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	8	6	6	21
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Course failure in ELA	0	0	0	0	0	0	0	0	0	11	13	7	15	46
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Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	22	29	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	20	13	11	15	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	60%	51%				71%	65%	56%
ELA Learning Gains	61%						61%	55%	51%
ELA Lowest 25th Percentile	41%						42%	38%	42%
Math Achievement	65%	43%	38%				71%	64%	51%
Math Learning Gains	62%						56%	54%	48%
Math Lowest 25th Percentile	44%						65%	52%	45%
Science Achievement	81%	57%	40%				93%	84%	68%
Social Studies Achievement	77%	42%	48%				80%	80%	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	91%	84%	7%	67%	24%
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	79%	82%	-3%	70%	9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	74%	-14%	61%	-1%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	68%	9%	57%	20%

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	28	40	23	22	32	14	62	61		85	41
ELL	7	53	50	33							
BLK	55	51	29	39	47		63	68		91	48
HSP	44	52	44	55	54	36	71	70		100	60
MUL	60	32		63	36		65			100	40
WHT	71	66	44	69	66	47	86	81		93	78
FRL	48	53	38	49	52	40	75	67		85	64
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	30	40	29	55	43	15	59	50		90	28
ELL	24	53	50	13							
BLK	58	47	35	47	31		72	62		89	48

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
HSP	51	53	47	44	20	9	61	53		84	69
MUL	64	75		65	25		91				
WHT	73	64	47	73	46	41	84	89		96	75
FRL	58	56	47	52	35	32	73	70		89	49

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	46	48	38	42	64		100	96		95	33
ELL											
BLK	42	44	20	61	64	80	80	65		69	55
HSP	53	47	44	52	47			63		71	58
MUL	66	70		55	62		100			91	70
WHT	78	65	53	77	56	59	92	88		94	80
FRL	58	57	38	53	49	62	85	67		79	65

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	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	716
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	55
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	58
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	57
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	70
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	57
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?

Learning gains of our lower 25% is where we will focus our attention in both ELA and Math.

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

Lower 25% learning gains in ELA

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

Attendance for many students, and lack of turning in work. Reading comprehension and identifying critical content.

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

Key ideas and details showed improvement

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

Close reads, vocabulary

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

More vocabulary, small group lessons focusing on the content.

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.

Common planning sessions, curriculum mapping, support facilitation

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

Administrative support, more planning time, support facilitation

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

:

#1. 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.	Our ELL student population did not show significant improvements for proficiency levels.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The need for improvement in Lexile levels and proficiency upon the FSA ELA assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	WIDA testing, progress monitoring, SONDAY systems.
Person responsible for monitoring outcome:	Chris Webber (chris.webber@nassau.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Progress monitoring tests through the FDOE. Benchmark tests, formative assessments and the SONDAY system will be implemented.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	To get a better feel based upon real data on where the students currently sit with the mastery of the content.

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.

FBHS has worked diligently for 2 years to improve the culture and school environment. We have created a group called the "8:07" which is focused on 5 key areas in improving the school culture and environment. The areas are :communication, branding/merchandise, professional learning, connect time, and hospitality.

We have incorporated several schoolwide events, such as the mini-shrimp fest, where we produce a smaller version of our community shrimp festival celebration. We also have connect time, where every teacher and every student will meet to discuss a common interest. We celebrate our teachers routinely by small gifts, extra planning time, and we also hold teacher get togethers such as putt-putt games.

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

Out teachers are one of our main promoters for the improvement of our school culture. We rely on them to promote and participate so students will also get involved. We also utilize our community members to help donate goods for our activities. We have a Foundation who supports us financially in our efforts to improve our school culture and environment and lastly we have 3 leadership classes that help organize and promote our activities.