

Columbia County School District

Columbia High School



2023-24

Schoolwide Improvement Plan (SIP)

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Columbia High School

469 SE FIGHTING TIGER DR, Lake City, FL 32025

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hosford, Thomas	Principal	<p>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.</p>
Peeler, Doug	Assistant Principal	<p>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:</p> <ul style="list-style-type: none"> 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).
Paphides, Michael	Assistant Principal	<p>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:</p> <ul style="list-style-type: none"> 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).
Shoup, Mitch	Assistant Principal	<p>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:</p> <ul style="list-style-type: none"> 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).

Name	Position Title	Job Duties and Responsibilities
Dixon, Latwala	Assistant Principal	<p>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:</p> <ul style="list-style-type: none"> 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).

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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.

School Advisory Council-Made up of teachers, student representatives, administration, parents, and community members. They meet in person, on a monthly basis, to focus on school improvement needs and allocate funding.

Student Government Association-Discuss and collaborate with the students in the student government class to get their feedback.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will regularly be monitored by administrators doing classroom walkthroughs, regular leadership meetings, and regular data chats with teachers. Classroom teachers will have a common planning period to align standards and to promote collaborative learning, as well as regular data chats with students.

Students' progress will be monitored through regular data chats with classroom teachers and by the FAST tests. Parents are invited to attend the SAC meetings to apply their input on the continuous improvement of the SIP.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	42%
2022-23 Economically Disadvantaged (FRL) Rate	80%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	558	
One or more suspensions	0	0	0	0	0	0	0	0	0	425	
Course failure in ELA	0	0	0	0	0	0	0	0	0	176	
Course failure in Math	0	0	0	0	0	0	0	0	0	206	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	489	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	300	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	513	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	564

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	46

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	42	50	47	47	51	45		
ELA Learning Gains				47			41		
ELA Lowest 25th Percentile				33			30		
Math Achievement*	27	28	38	37	34	38	28		
Math Learning Gains				39			20		
Math Lowest 25th Percentile				34			29		
Science Achievement*	54	54	64	49	37	40	52		
Social Studies Achievement*	62	62	66	59	39	48	70		
Middle School Acceleration					34	44			
Graduation Rate	89	89	89	95	50	61	97		
College and Career Acceleration	34	34	65	43	58	67	40		
ELP Progress			45				25		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	89

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	95

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	4	2
ELL	36	Yes	1	
AMI				
ASN	86			
BLK	36	Yes	4	
HSP	53			
MUL	54			
PAC				
WHT	58			
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL				
AMI				
ASN	92			
BLK	33	Yes	3	
HSP	48			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	50			
PAC				
WHT	58			
FRL	43			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			27			54	62		89	34	
SWD	15			12			28	25		11	6	
ELL	36										1	
AMI												
ASN	86										1	
BLK	27			13			33	41		15	6	
HSP	52			26			64	73		33	6	
MUL	44			35			65	71		21	6	
PAC												
WHT	47			34			62	69		43	6	
FRL	33			19			43	51		24	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	47	47	33	37	39	34	49	59		95	43	
SWD	12	29	26	21	27	30	11	39		90	12	
ELL												
AMI												
ASN	83	100										

2021-22 ACCOUNTABILITY 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	ELP Progress
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	
PAC												
WHT	56	53	41	47	46	55	60	69		96	53	
FRL	35	40	31	31	37	34	40	54		94	33	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	41	30	28	20	29	52	70		97	40	25
SWD	15	29	27	17	30	30	33	38		88	24	
ELL	17	18		31	18					100	30	25
AMI												
ASN	60	64								100	36	
BLK	21	31	34	11	20	37	30	47		96	19	
HSP	44	44	28	27	16	0	47	67		96	28	
MUL	38	25		18	19		57	64		100	33	
PAC												
WHT	55	46	26	39	21	25	61	80		97	51	
FRL	34	35	32	20	21	27	42	59		96	27	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	42%	45%	-3%	50%	-8%
09	2023 - Spring	42%	43%	-1%	48%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	54%	-19%	50%	-15%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	33%	-3%	48%	-18%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	55%	-3%	63%	-11%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	60%	1%	63%	-2%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Student achievement levels in ELA and Geometry dropped from the 2021-2022 school year to the 2022-2023 year. There were several new geometry teachers due to the large amount of students taking Geometry, and they struggled. 9th and 10th grade ELA students scored below the state average by more than 5 points. A contributing factor would be the students still recovering from the set backs during COVID.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The Geometry EOC (End of Course exam) dropped from 44% passing in the 2021-2022 school year, to only 34% passing in the 2022-2023 school year. There were several new geometry teachers due to the large amount of students taking Geometry, and they struggled.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The Geometry EOC (End of Course exam) had the greatest gap from the state average. The average pass rate for Columbia High School students was 34% and the state average for Florida was 48%. The main factor that contributed to this was an increase in students taking Geometry and the struggle with teachers.

Which data component showed the most improvement? What new actions did your school take in this area?

The Algebra I EOC (End of Course exam) showed the most improvement. The average pass rate for Columbia High School students in the 2021-2022 school year was 20% and it rose to 39% in the 2022-2023 school year.

The CHS Algebra teachers met during the summer to collaborate and plan for the school year. The teachers also used the computer program ALEKS, to assist their direct instruction. This program helped supplement teacher instruction because it analyzed student knowledge and created individualized lessons over the year.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is an area of concern. Student and teacher absences have been on the rise. If a student is not in attendance, it will effect their ability to learn.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

For the 2023-2024 school year the focus will be on the African American and Students with Disabilities subgroups. Increasing student attendance will be another priority.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 FAST (Florida Assessment of Student Thinking) in English Language Arts, 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.

Teachers will use progress monitoring via FAST and also create informal and formal assessments. Teachers and administrators will also monitor and guide student progress through regular data chats.

Person responsible for monitoring outcome:

Thomas Hosford (hosfordt@columbiak12.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 boot camp). The program ALEKS (digital content that provides comprehensive course coverage) will be used in all Algebra I classes to assist in learning gains. SAT/ACT/ELA tutoring is available during planning, after school, and on some Saturdays.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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. We are also utilizing Study Island and Exact Path with Level 1 students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Person Responsible: Mitch Shoup (shoupm@columbiak12.com)

By When: This will be done by the end of August 2023.

2. Level 1 students receive intensive instruction through Research classes.

Person Responsible: Mitch Shoup (shoupm@columbiak12.com)

By When: This will be done by the end of August 2023.

3. Higher-order questioning of students during classroom discussions.

Person Responsible: Doug Peeler (peelerd@columbiak12.com)

By When: This will be observed through administration classroom walk throughs throughout the entire 2023-2024 school year.

4. Conduct periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding and provide feedback in a timely manner.

Person Responsible: Michael Paphides (paphidesm@columbiak12.com)

By When: These data chats will be done once a 9 weeks for the entire 2023-2024 school year.

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This subgroup was one of the lowest-performing groups on the FAST 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 by the end of the school year.

Monitoring:

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

Student growth from PM1 to PM3(FAST) will be monitored for growth and proficiency throughout the year. Instructional adjustments will be made accordingly.

Person responsible for monitoring outcome:

Thomas Hosford (hosfordt@columbiak12.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We are using the new state measuring tool that is designed to predict our end-of-the-year proficiency. Level 1 students are also utilizing Study Island and Exact Path.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This rationale is a traditional and effective method.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2023-2024 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We are using the new state measuring tool that is designed to predict our end-of-the-year proficiency. Level 1 students are utilizing Stdy Island and Exact Path.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This rationale is a traditional and effective method to collect data.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

All SIP spending must have the approval of the school's School Advisory Council (SAC). The school advisory council must be assembled to assist in the preparation, implementation, and evaluation of the SIP. The school advisory council is made up of parents, employees, and other stakeholders within the community. During these

meetings, the SAC will develop the SIP. Any funding source that is given to the school is always based on student achievement and need, according to the SIP.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$58,927.13
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	139	0011 - Columbia High School	Title II	0.75	\$48,322.11
			Notes: Instructional Coach			
	6400	139	0011 - Columbia High School	Other Federal	1.0	\$4,195.82
			Notes: District-wide Coaching Support Colleague - Math / Title II (70%) & Title V (3-%) Funds			
	5100	139	0011 - Columbia High School	Other Federal	0.0	\$6,409.20
			Notes: Study Island & Exact Path/Edmentum Web-based Software			
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				\$0.00
Total:						\$58,927.13

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No