

Columbia County School District

# Fort White High School



2023-24

Schoolwide Improvement Plan (SIP)

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## Fort White High School

17828 SW STATE ROAD 47, Fort White, FL 32038

<http://fwhs.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.**

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. It is our goal to assist all students in developing as intellectual, responsible, and ethical individuals, as they pursue their goals and meet the challenges and responsibilities of life.

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

To prepare students today for a successful tomorrow by linking today's challenges with tomorrow's successes.

### 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
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, approving all school-sponsored activities, and maintaining 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> </ul>

Name	Position Title	Job Duties and Responsibilities
Giddens, Anthony	Assistant Principal	<ul style="list-style-type: none"> <li>- Supervise and monitor the accurate and timely completion of data collection and reporting requirements.</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
Bailey, Nicole	Assistant Principal	<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> </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</li> </ul>

Name	Position Title	Job Duties and Responsibilities
Duval, Jay	Assistant Principal	<p>and use of the facility.</p> <ul style="list-style-type: none"> <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> </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</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>the school.</p> <ul style="list-style-type: none"> <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> </ul>

### 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.

To involve stakeholders in the School Improvement Plan (SIP) development process, the school leadership team and the School Advisory Council typically convene meetings or focus groups with representatives from each stakeholder group. These meetings aim to gather feedback and input on the school's strengths, areas for improvement, and priority areas for action. The feedback collected is used to inform the development of the SIP, with the school leadership team and the School Advisory Council working collaboratively with stakeholders to establish goals, identify evidence-based strategies, and define metrics for measuring progress.

Throughout the development process, stakeholders are kept informed and engaged through regular updates and opportunities for feedback, which can include collecting surveys, having two annual open houses, and sharing information between stakeholders. This ensures that the SIP is reflective of the needs and perspectives of the entire school community.

### 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))

Our school will take regular measures to monitor the implementation of the SIP and its impact on the academic achievement of our students, especially those who face the greatest achievement gap. We will conduct data analysis and report our findings to the school community. Additionally, we will send out surveys throughout the year to gather feedback from our students, families, and staff. We will use this information to revise our plan as necessary to ensure continuous improvement and progress toward meeting the State's academic standards.

### Demographic Data

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

<b>2023-24 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>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	28%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	94%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<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 (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	58	55	65	178	
One or more suspensions	0	0	0	0	0	0	52	49	54	155	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	29	20	16	65	
Course failure in Math	0	0	0	0	0	0	33	16	36	85	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	36	32	50	118	
Level 1 on statewide Math assessment	0	0	0	0	0	0	39	43	47	129	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	32	24	44	100	

**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	58	56	65	179

**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	6	2	6	14	
Students retained two or more times	0	0	0	0	0	0	14	9	12	35	

#### **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	52	41	53	357	
One or more suspensions	0	0	0	0	0	0	16	29	53	209	
Course failure in ELA	0	0	0	0	0	0	17	8	21	98	
Course failure in Math	0	0	0	0	0	0	17	10	16	130	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	37	38	55	323	
Level 1 on statewide Math assessment	0	0	0	0	0	0	40	45	47	229	
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	29	47	255	

**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	33	39	57	314

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

**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	52	41	53	146	
One or more suspensions	0	0	0	0	0	0	16	29	53	98	
Course failure in ELA	0	0	0	0	0	0	17	8	21	46	
Course failure in Math	0	0	0	0	0	0	17	10	16	43	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	37	38	55	130	
Level 1 on statewide Math assessment	0	0	0	0	0	0	40	45	47	132	
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	29	47	76	

**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	33	39	57	129

**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	7	4	7	18
Students retained two or more times	0	0	0	0	0	0	15	10	15	40

**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*	46	42	50	46	47	51	48		
ELA Learning Gains				41			42		
ELA Lowest 25th Percentile				22			27		
Math Achievement*	43	28	38	48	34	38	45		
Math Learning Gains				53			34		
Math Lowest 25th Percentile				44			23		
Science Achievement*	59	54	64	65	37	40	62		
Social Studies Achievement*	57	62	66	65	39	48	65		
Middle School Acceleration	55			56	34	44	66		
Graduation Rate	94	89	89	99	50	61	95		
College and Career Acceleration	65	34	65	57	58	67	51		
ELP Progress			45				36		

\* 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	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54



**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	596
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	99

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

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	40	Yes	2	
ELL	25	Yes	2	1
AMI				
ASN				
BLK	34	Yes	1	
HSP	61			
MUL	41			
PAC				
WHT	63			
FRL	56			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	37	Yes	1	
ELL	40	Yes	1	
AMI				
ASN				
BLK	41			
HSP	45			



**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
MUL	50			
PAC				
WHT	57			
FRL	51			

**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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	46			43			59	57	55	94	65	
SWD	27			30			40	33		8	6	
ELL	17			33							2	
AMI												
ASN												
BLK	32			16			31	24			5	
HSP	37			42			48	66		77	6	
MUL	40			35			33	56			4	
PAC												
WHT	49			48			67	61	54	64	7	
FRL	42			40			54	51	54	62	7	

**2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>	<b>ELP Progress</b>
All Students	46	41	22	48	53	44	65	65	56	99	57	
SWD	27	32	11	30	42	30	39	51		94	13	
ELL	44	43		38	36							
AMI												
ASN												

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	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				
PAC												
WHT	50	43	23	52	53	46	66	73	59	100	57	
FRL	41	37	19	44	52	44	60	64	55	98	45	

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	48	42	27	45	34	23	62	65	66	95	51	36
SWD	26	25	15	29	29	28	27	45		90	5	
ELL	17	35	36	21	35							36
AMI												
ASN												
BLK	28	27	11	32	33	26	59	52	50	100	31	
HSP	38	45	45	34	28	15	61	57		100	50	30
MUL	38	29	17	45	27	10	71	60				
PAC												
WHT	53	44	28	49	35	24	62	68	69	95	55	
FRL	43	40	27	40	31	24	57	57	62	94	46	

### 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	43%	45%	-2%	50%	-7%
07	2023 - Spring	42%	44%	-2%	47%	-5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	47%	45%	2%	47%	0%
09	2023 - Spring	40%	43%	-3%	48%	-8%
06	2023 - Spring	45%	53%	-8%	47%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	49%	58%	-9%	54%	-5%
07	2023 - Spring	52%	58%	-6%	48%	4%
08	2023 - Spring	40%	32%	8%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	59%	50%	9%	44%	15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	54%	-5%	50%	-1%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	33%	-1%	48%	-16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	55%	2%	63%	-6%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	61%	-6%	66%	-11%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	60%	-4%	63%	-7%

### 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.**

It seems that the lowest performance in terms of data component was shown in geometry. However, it's important to note that this could be attributed to having an inexperienced teacher in that subject area. With more experience and support, the teacher will improve scores in this area and help the students excel in geometry. It's also worth mentioning that a new test was introduced last year, which could have also played a role in the lower performance.

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

It seems that geometry has experienced a significant decrease from the previous year. It's possible that the new test and unclear standards may have contributed to this decline. Additionally, it's important to keep in mind that teachers are still learning the new standards, which may have also had an impact. It's crucial that we continue to provide support and resources to both teachers and students to ensure success in this subject.

**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.**

When analyzing the data component, it was clear that geometry had the greatest gap when compared to the state average. This could be attributed to the implementation of new standards and tests, as well as the fact that teachers were still in the process of learning these new standards. It remains to be seen if this will be a lasting trend or if improvements will be made in the future.

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

Our school saw significant improvement in 8th-grade math, and we attribute this success to the outstanding teacher who took over that position. Their exceptional qualifications and dedication truly made a difference in our student's learning outcomes.

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

After reviewing the EWS data from Part I, we have identified attendance and suspensions as potential areas of concern. These factors can greatly impact a student's academic performance and overall well-being. It would be beneficial for the school to address these issues and find ways to support students who may be struggling in these areas.

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

- 1) Improving geometry scores
- 2) Increasing attendance and reducing discipline issues
- 3) Improving ELA
- 4) Improving math
- 5) Increasing MS Acceleration

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority 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 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.

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 2023-24 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 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.)

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 Intervention:**

Explain the rationale for selecting this specific 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.

**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 1 - Strong 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.

Work with all stakeholders to ensure that students who have been identified as English Language Learners (ELL) via WIDA scores have an appropriate personalized plan to increase their fluency. Look into evidence-based programs like Pathway.

**Person Responsible:** Keith Couey (coueyk1@columbiak12.com)

**By When:** 8/10/23 - Ongoing

Help teachers access professional learning resources to develop sheltered instruction like Content and Language Integrated Learning (CLIL) programs to provide students with comprehensive instructional materials.

**Person Responsible:** Keith Couey (coueyk1@columbiak12.com)

**By When:** 8/10/23 - Ongoing

Compare PM1 and PM2 scores against WIDA score gains. Determine if any additional resources need to be allocated to individual students

**Person Responsible:** Keith Couey (coueyk1@columbiak12.com)

**By When:** 1/31/24

**#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.

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 being 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 2023-24 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 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.)

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. We will also employ READ 180, a blended learning program designed for struggling readers who are reading 2 or more years below grade level.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Using data acquired from PM1, PM2, and PM3 assessments, teachers and administrators will be able to predict student outcomes. Five studies of READ 180 met inclusion standards. Two of these had statistically significant positive effects in comparison to control groups, qualifying READ 180 for the ESSA "Strong" category. These were studies in Western Massachusetts (effect size =+0.18) and Milwaukee (effect size =+0.14). Further student growth can then be tailored for both general and individual student achievement.

**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 1 - Strong 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.



Work with all stakeholders to ensure that every student with a disability has an Individualized Education Plan (IEP) that is effective for that student. Ensure that they are tailored to the student's specific learning style and that specific modifications to their IEP that require additional resources are provided.

**Person Responsible:** Keith Couey (coueyk1@columbiak12.com)

**By When:** 8/10/23

Monitor student performance on PM1 assessment, and determine additional support needed. Share data with ESE support personnel

**Person Responsible:** Keith Couey (coueyk1@columbiak12.com)

**By When:** 11/1/23

Compare PM1 and PM2 scores against READ 180 scores for gains. Determine as a group of stakeholders if any additional resources are need to be allocated to individual students.

**Person Responsible:** Keith Couey (coueyk1@columbiak12.com)

**By When:** 1/31/24

Compare PM1 and PM2 scores against READ 180 scores for gains. Determine as a group of stakeholders if any additional resources are need to be allocated to individual students.

**Person Responsible:** Keith Couey (coueyk1@columbiak12.com)

**By When:** 1/31/24

Support teachers in providing differentiated instruction. Help them with resources needed to cater to unique learning styles in the classroom. Work with support staff to provide the resources that they need.

**Person Responsible:** Keith Couey (coueyk1@columbiak12.com)

**By When:** Whole year

**#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment****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.

It's important for teachers to prioritize their attendance and show up for work consistently. When teacher attendance falls below 50%, it can have a negative impact on both students and other teachers. In addition to hurting morale, it can also be costly to hire substitutes. It's important to focus on finding the right full-time teachers from the start to avoid the need for frequent substitute hiring.

**Measurable Outcome:**

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

Increase teacher attendance from 50% of regular school days missed to 75%.

**Monitoring:**

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

Data will be monitored by the school leadership team

**Person responsible for monitoring outcome:**

Keith Couey (coueyk1@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.)

FWHS will implement new interventions to increase teacher attendance. This evidence-based approach involves providing teachers with incentives for showing up to work consistently and on time. These incentives could include raffle prizes, professional learning opportunities, and recognition for their hard work. Additionally, the school will implement a system for tracking and monitoring teacher attendance, which allows administrators to identify patterns and provide support to those who may be struggling to meet attendance expectations. Overall, this intervention has been highly effective in improving teacher attendance and ensuring that students have consistent access to high-quality instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for selecting raffle prizes, professional development, and awards of recognition as strategies to reduce low teacher attendance is rooted in the idea that incentives can motivate individuals to attend work. Raffle prizes, such as gift cards or small tokens of appreciation, can serve as a fun and exciting way to encourage teachers to come to work regularly. Professional learning opportunities can also be used as a way to motivate teachers to attend work, as they offer a chance for teachers to improve their skills and knowledge, making them feel more valuable to the school. Finally, awards of recognition, such as plaques or certificates, can serve as a way to acknowledge and reward teachers who consistently attend work, which can help to create a positive and supportive work culture. By utilizing these strategies, schools can work to reduce low teacher attendance, creating a more consistent and reliable workforce.

**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 4 - Demonstrates a Rationale

**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.

Announce incentives for teacher attendance

**Person Responsible:** Keith Couey (coueyk1@columbiak12.com)

**By When:** 8/10/23

Collect attendance data at the end of the first semester and distribute awards

**Person Responsible:** Keith Couey (coueyk1@columbiak12.com)

**By When:** 12/19/23

Collect attendance data at the end of year and distribute awards

**Person Responsible:** Keith Couey (coueyk1@columbiak12.com)

**By When:** 5/28/24

**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).

Information about the SIP/SWP is disseminated in the following ways: 1) During the Annual Title I meeting held at the beginning of the school year (September), the SIP/SWP is incorporated. Copies of the plan are available at these meetings and through other sources which includes the school and district website. A notice is sent home to parents informing that the SIP/SWP is located on the websites and that they may request a copy of the plan and who to request it from; 2) The school will distribute information concerning the SIP/SWP at parent meetings (PTO, School Advisory Council meetings) and through newsletter and flyers sent home throughout the year; 3) Reports are translated into Spanish and/or other languages, as needed.

**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: ESSA Subgroup: English Language Learners				\$33,066.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0123 - Fort White High School	School Improvement Funds	0.0	\$2,500.00
			<i>Notes: Classroom Resource</i>			
	6400	139	0123 - Fort White High School	Title II	0.5	\$19,960.98
			<i>Notes: Instructional Coach</i>			

	5100	369	0123 - Fort White High School	Other Federal	0.0	\$6,409.20
			<i>Notes: Study Island and Exact Path/Edmentum Web-based Software</i>			
	6400	139	0123 - Fort White High School	Title II	1.0	\$4,195.82
			<i>Notes: District Coaching Support Colleague - Math</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$2,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0123 - Fort White High School	School Improvement Funds	1.0	\$2,500.00
			<i>Notes: Classroom Resource</i>			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0123 - Fort White High School	School Improvement Funds		\$5,000.00
			<i>Notes: Retention</i>			
<b>Total:</b>						<b>\$40,566.00</b>

### Budget Approval

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

No