

Nassau County School District

# Fernandina Beach High School



2023-24

Schoolwide Improvement Plan (SIP)

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## Fernandina Beach High School

435 CITRONA DR, Fernandina Beach, FL 32034

[ no web address on file ]

### 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.

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

#### 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.

The school leadership team meets with teachers to help develop the SIP. We look at schoolwide data to determine the areas in which we need improvement. The School Advisory Council then will review the SIP and take it to a vote.

#### 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 school leadership team will regularly monitor the SIP. Updates will be given through department head and faculty meetings. We will monitor students who have large achievement gaps through our MTSS team.

### 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 9-12
<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>	27%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	34%
<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: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## 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*	67	58	50	66	60	51	69		
ELA Learning Gains				61			62		
ELA Lowest 25th Percentile				41			46		
Math Achievement*	50	43	38	65	43	38	65		
Math Learning Gains				62			40		
Math Lowest 25th Percentile				44			32		
Science Achievement*	80	74	64	81	57	40	81		
Social Studies Achievement*	83	75	66	77	42	48	82		
Middle School Acceleration					31	44			
Graduation Rate	92	94	89	94	73	61	94		
College and Career Acceleration	71	69	65	71	76	67	71		
ELP Progress	54	45	45	54			46		

\* 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	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	92

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65

**2021-22 ESSA Federal Index**

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	716
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	94

**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	41			
ELL	26	Yes	4	1
AMI				
ASN				
BLK	56			
HSP	57			
MUL	57			
PAC				
WHT	80			
FRL	61			

**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	41			
ELL	39	Yes	3	
AMI				
ASN				
BLK	55			
HSP	58			

**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	57			
PAC				
WHT	70			
FRL	57			

**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	67			50			80	83		92	71	54
SWD	23			19			39	50		23	6	
ELL	0			23							3	54
AMI												
ASN												
BLK	40			36			57	69		42	6	
HSP	41			32			65	71		59	7	57
MUL	59			33				79			3	
PAC												
WHT	74			57			85	88		78	6	
FRL	52			38			69	74		49	7	61

**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	66	61	41	65	62	44	81	77		94	71	54
SWD	28	40	23	22	32	14	62	61		85	41	
ELL	7	53	50	33								54
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	55	51	29	39	47		63	68		91	48	
HSP	44	52	44	55	54	36	71	70		100	60	54
MUL	60	32		63	36		65			100	40	
PAC												
WHT	71	66	44	69	66	47	86	81		93	78	
FRL	48	53	38	49	52	40	75	67		85	64	57

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	69	62	46	65	40	32	81	82		94	71	46
SWD	30	40	29	55	43	15	59	50		90	28	
ELL	24	53	50	13								46
AMI												
ASN												
BLK	58	47	35	47	31		72	62		89	48	
HSP	51	53	47	44	20	9	61	53		84	69	46
MUL	64	75		65	25		91					
PAC												
WHT	73	64	47	73	46	41	84	89		96	75	
FRL	58	56	47	52	35	32	73	70		89	49	55

### 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	68%	57%	11%	50%	18%
09	2023 - Spring	64%	61%	3%	48%	16%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	58%	-26%	50%	-18%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	54%	4%	48%	10%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	74%	7%	63%	18%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	74%	9%	63%	20%

### 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.**

ELA Lowest 25th Percentile - Contributing factors were student attendance, missed assignments, lack of good study habits.

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

ELA Lowest 25th Percentile - Contributing factors were student attendance, missed assignments, lack of good study habits.

**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.**

ELA Lowest 25th Percentile - Contributing factors were student attendance, missed assignments, lack of good study habits.

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

Math Learning Gains - tutoring sessions, common planning, small group instruction

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

NA

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

ELA Lowest 25th percentile

ELL Proficiency

School culture, branding

#### **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.

Our ELL student population did not show significant improvements in 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 FAST testing.

**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 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.)

Progress monitoring through PM 1,2 testing, SONDAY system, common assessments

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

These formative assessments will provide valuable data to see where students are successful and where they will need improvement.

**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***

**#2. Positive Culture and Environment specifically relating to Other****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.

Creating a positive school culture and environment is essential to the learning atmosphere of a school. Creating an atmosphere that is positive, safe and secure for both teachers and students plays a critical role in the learning.

**Measurable Outcome:**

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

Measurable outcomes for a positive school culture and environment will be related to school attendance. Creating the positive atmosphere will hopefully play a role in students wanting to come to school. Our ELL population struggles to come to school for many reasons. Creating a welcoming and positive atmosphere will hopefully make them want to come to school.

**Monitoring:**

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

We will monitor this through our attendance procedures.

**Person responsible for monitoring outcome:**

[no one identified]

**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 have created a group called the 8:07 group which focuses on 5 areas of improving the school culture and environment. The areas are communication, branding, professional learning, hospitality and connect time.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for this is to reach what we feel are the 5 most critical areas in improving school culture and environment. Communicating to teachers, students and parents about what is going on and showing the positive activities that we do. We are doing extra professional development for our teachers to improve the classroom learning environment, creating a campus store to improve our school spirit, holding quarterly connect times, where students group together with teachers to discuss their favorite hobbies and we have our Hope Squad which is a peer to peer suicide prevention program.

**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.

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

**#3. Positive Culture and Environment specifically relating to Other****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.

Creating a positive school culture and environment is essential to the learning atmosphere of a school. Creating an atmosphere that is positive, safe and secure for both teachers and students plays a critical role in the learning.

**Measurable Outcome:**

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

Measurable outcomes for a positive school culture and environment will be related to school attendance. Creating the positive atmosphere will hopefully play a role in students wanting to come to school. Our ELL population struggles to come to school for many reasons. Creating a welcoming and positive atmosphere will hopefully make them want to come to school.

**Monitoring:**

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

We will monitor this through our attendance procedures.

**Person responsible for monitoring outcome:**

[no one identified]

**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 have created a group called the 8:07 group which focuses on 5 areas of improving the school culture and environment. The areas are communication, branding, professional learning, hospitality and connect time.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for this is to reach what we feel are the 5 most critical areas in improving school culture and environment. Communicating to teachers, students and parents about what is going on and showing the positive activities that we do. We are doing extra professional development for our teachers to improve the classroom learning environment, creating a campus store to improve our school spirit, holding quarterly connect times, where students group together with teachers to discuss their favorite hobbies and we have our Hope Squad which is a peer to peer suicide prevention program.

**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.

***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).

We will utilize school resources and funding allocations to hold extra study sessions for our ELL population. We will also utilize community partners to help bring more manpower in to assist the ELL students.