

Columbia High School

469 SE FIGHTING TIGER DR, Lake City, FL 32025

<http://www.columbia.k12.fl.us/columbiahigh/index.html>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

54%

Alternative/ESE Center

No

Charter School

No

Minority

32%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	B

School Board Approval

This plan was approved by the Columbia County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Columbia High School is to ensure an 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

Summary

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, while still able to work collaboratively.

CHS staff and parents will each do their part to produce lifelong learners who make positive contributions to their communities, whether it's locally, regionally, nationally, or even globally.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

In each class, in the opening days of every year, teachers do classroom community building activities where students learn about others and introduce themselves, and/or others, to the class and teacher. Many teachers also utilize student surveys that asks students information about their personal history, interests and individual background.

Teachers also introduce themselves to their students, giving them information on their educational, professional and personal backgrounds (family, hobbies, interests, etc.)

In some classes, some teachers have students do full presentations about themselves, along with visual aids, so that students can share their cultural heritage, experiences, and personal backgrounds.

When issues or problems arise in the classroom, teachers are required to talk to the students first to decide on amicable ways and means for conflict or problem resolution whether it be academic or behavioral (rather than write discipline referrals as first line of action, other than when the nature of student behavioral issues require immediate referral to discipline, administration and/or law enforcement).

Describe how the school creates an environment where students feel safe and respected before, during and after school

For a minimum of thirty minutes before and after the school day. Students are supervised by staff members on a regular duty schedule. Available for questions, concerns, etc.
Guidance office is open. Faculty & staff are ready and willing to address student issues.
Full-time school resource officer and two full-time security guards overseeing the campus exterior and inside the school.
All teachers are instructed to lock their classroom doors during class. Cameras are found throughout the school
All visitors must check in at the main office and have their ID scanned via the RAPTOR propriety system, which prints out a sticker for the visitor to where that features their name, picture, time of arrival, and destination/business within the school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

CHS uses a progressive "discipline grid" that utilizes specific classes of behavioral referrals (1 to 3) and a graduated list of enforcements relative to the number of disciplinary offenses.
The grid is fully aligned to the school-board approved Student Progression Plan for secondary students, regarding school board policy.
Further, CHS uses positive reinforcement for students without behavioral referrals and excellent academic performance through its STRIPES program, whereby student can be entered into drawings for prizes donated by community partners.
All teachers are trained in how to address student behavioral incidents, including the protocol for seeking parent help for students with Class 1 offenses and utilizing classroom management procedures before referring a student for discipline. This may include a parent conference with teachers, guidance counselors, student, parents, and administrators. For students who receive special services, this may also include the school staffing specialist, and ESE coordinator.
Where possible, CHS seeks to address the elimination or modification of the behavior using MTSS protocols for behavior so that the student can continue to attend classes and receive the full range of core academic instruction and interventions.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Guidance counselors are assigned one to every grade level (9-12), in addition to a college and career counselor.
These counselors are available to students at all times.
Student-teacher relationships are emphasized and teachers are trained in when and how to report to administration and guidance for student counseling referrals, as well as law enforcement and/or the Department of Children and Families, where required or necessary.
Students are encouraged to talk to administrators or any teacher at any time regarding social-emotional and academic needs/concerns.
Administrators are available, present and visible throughout the day, including during lunch period and between classes.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

CHS uses a comprehensive system of measurements of student data that are proven indicators of severe detriment to student success.

These include:

- Attendance below 90%, including ISS and OSS
- One or more suspensions, whether in school or out of school
- Course failure in core subject required for graduation (ELA, Math, Biology or Social Studies)
- A Level 1 score on the statewide, standardized assessments in ELA or Math (FCAT Reading and/or Alg. 1 previously, now FSA ELA and Math EOCs)

This data is reviewed both quarterly and at semester end to determine specific strategies to address student success, including determining mitigating factors, and even potential placement for services, academic and/or behavioral interventions and improvement plans (MTSS), and/or, when necessary, recommendation for different pathways and supports to graduation (credit recovery, etc.).

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	82	100	140	163	485
One or more suspensions	108	120	106	84	418
Course failure in ELA or Math	29	79	101	16	225
Level 1 on statewide assessment	167	142	102	46	457

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	34	53	49	43	179

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students are placed into remediation classes, including intensive reading and/or intensive math or Algebra I Credit Recovery, if making at Level 1 on the statewide assessment.

Further, students who fail ELA, math or any other core subject are able to take a portion of their courses in a credit recovery computer lab. There they can make up the courses they failed while still taking other core courses during the remainder of the day.

Students who are suspended more than once, if they are not students with IEPs who get behavior manifestation following more than 10 days of suspension in a given year, a functional behavior assessment is completed, which includes a behavior contract agreed to and signed by the student.

Attendance: For every student who has more than 10 days of absences total, or misses more than 3 consecutive days, attendance staff contacts the family to learn why the student has not been attending.

If students continue to missed school, not including medical issues, students are not able to keep (or receive, if not yet obtained) their drivers' license if they fail to attend school. Further parents are contacted by attendance. For students who are continually truant, legal proceedings may be initiated by the school district against the parent, as long as the student is under 18 and not yet withdrawn.

Further, students have the option of attending Adult Ed to complete their diploma, if they have extenuating circumstances that prevent their attending during the regular school day.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

CHS is an open campus that welcomes all parents and family members who follow established security and safety procedures by checking in at the main office.

Teachers are supported (and the expectation is regularly communicated) in establishing open communication with parents early and often through multiple modes of communication, such as phone, e-mail, text message and teacher Web sites.

Open house is held in September of every year, which involves parents following a modified version of their student's schedule to visit the classrooms and meet with the teachers to learn more about the class and address any questions or concerns that they may have. The event is held in the evening after the typical work day to allow more people the option of attending.

Progress reports are also sent home halfway through every quarter so that students and parents can be aware of their current progress. An online parent portal to view current student grades for each class is also being established through the FOCUS database used by the school district.

The school Web site features a great deal of information about all school information, program details, and events. This site is user-friendly and updated at least every week, if not more often. Parents also make up the largest group of supporters and organizers for extracurricular booster organizations. This includes both athletic and academic extracurricular activities.

Further, CHS also hosts an annual Ed Fair in the spring that allows parents and students to learn about the expectations and requirements for their students the following year, and to give an opportunity to showcase CTE programs, AP courses of study, and extracurricular opportunities.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school features many business and community partnerships, among which include the CTE department,

For example, there is the Tiger Bank, which is the result of a partnership with local First Federal bank officials. It is a fully operational bank branch run by students with academic support through classes in Finance.

Further, there also exist partnerships with businesses and the Logistics programs for equipment and other financial support.

Many local businesses also are sponsors for our STRIPES student academic, attendance, and behavior rewards program whereby students are rewarded each nine weeks by being entered into a drawing for cash and other prizes donated by community business partners.

Students become eligible by making A/B Honor Roll, having three or less absences, no disciplinary referrals.

Additionally, many businesses help to supplement all athletic and extracurricular programs through partnerships with parent-run athletic and extracurricular booster associations.

Wherever possible, CHS both welcomes and seeks out partnerships with local community members for assistance with academic resources, facilities improvements, and operational support.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Widergren, Todd	Principal
Harrison, Donnie	Assistant Principal
Jordan, JJ	Assistant Principal
Thomas, Terri	Assistant Principal
Lang, Justin	Assistant Principal
Dotson, Dennis	Assistant Principal
Cooper, Carrie	Teacher, K-12
Buzzella, Charisse	Teacher, K-12
McIntosh, Gloria	Teacher, K-12
Reynolds, Michael	Teacher, K-12
Smithy, Stephen	Teacher, K-12
Tilton, Valerie	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The purpose of the Leadership Team in our school is to ensure high quality instruction matched to student needs, using performance levels and learning rates over time to make data-based decisions to guide instruction (including both formative and summative assessments).

The Leadership Team provides for communication and support of key values and the mission of the school, as well as areas of emphasis or need, as the need arises.

The team is comprised of six administrators, led by the principal, who are each in charge of a specific department, and provide supervision, evaluation and support for those teachers.

The team also includes a chairperson and co-chair for each school instructional department, including ELA, Math, Reading, Social Studies, Science, CTE, Fine Arts, Foreign Language, ESE Services, PE and the school's instructional coach.

Each faculty member of the leadership team is considered a teacher leader, who act as liaisons between their departments, peers, and administration. These leaders help to organize and support the work of their respective departments' teachers by providing differentiated support through instructional resources, communication and professional learning.

The Leadership Team may also help:

- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange training aligned with the SIP goals, and school need.
- Review and interpret student data (academic, behavior and attendance) at the school and grade level
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through supportive site-based coaching, management of resources, and provision of professional development in research-based instructional strategies/resources.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

- The Leadership team SAC were involved in the School Improvement Plan development
- The School Improvement Plan is the working document that guides the work of the Leadership Team
- The Leadership Team will communicate with and support departmental teams in implementing the proposed strategies by its members facilitation of planning and implementation. Once strategies are put in place, grade level/subject area groups will periodically report on their efforts and student outcomes to the larger Leadership Team through the subject area Leadership Team representatives.
- Leadership Team uses the 8-step problem solving process to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichment)
 - review goal statements to ensure they are ambitious, time-bound and meaningful
 - assess the fidelity of instruction/intervention implementation and other MTSS processes

Person(s) responsible: Leadership team, including departmental representatives, instructional coach and administrators,

Meeting frequency: Once per month

Title I

N/A

Title II

PD info in accordance with district plan, however, most PD using Title II is done during June or July in order to reduce the amount of instructional time missed by teachers.

Job-embedded PD is used as much as possible and will primarily focus on effective shifts in instruction required by Florida Standards, such as higher-order thinking to ensure rigor, accessing complex text, application and conceptual understanding, etc. Additionally, common plan time from 7:45-8:20 a.m. will continue to be used for professional development with training provided by administrators, academic coaches and, where applicable, industry rep/vendors. Master schedule has also been created to allow for certain core academic teachers to have a common planning time every other day. For example, every other day all 9th & 10th grade ELA teachers have the same planning period

Further, the Instructional Coach provides ongoing PD available on-demand, with teachers able to attend during their planning period.

Person(s) responsible: Principal, instructional coach, and administrative team

Title III

N/A

Title X- Homeless

Managed by the district office, with a homeless liaison coordinating with individual schools.

Title VI

Tutoring Services for Selected Non-Proficient Students in Reading and Math

Students will be identified according to previous year's FCAT Reading and/or FCAT Math Grade 8 scores. Students between 230 and 234 in Reading scale score (approx. 90 students (9th & 10th grade), and between 232 and 234 scale score in FCAT Math Grade 8 will be identified for

tutoring(approx. 32 Alg. I students).

Tutors will visit classrooms Monday through Friday four hours per day.

Schedules will be either 8 a.m. to noon or 11 a.m. to 3 p.m. so that all identified students receive tutoring in equal amounts (where necessary, tutors may work five hours per day, four days per week).

Tutors will work with students either in small groups in the classroom, or by taking students to another available location such as the library. At times, tutors may work with students one-on-one, again, either in the classroom or at another location such as the library. Teachers will work with students on planned, standards-based curriculum and lessons but will give more intensive assistance than would be available in whole-group instruction.

Person(s) responsible: Assistant Principal for Curriculum & Instruction, Principal, and Instructional Coach

Violence Prevention Programs

District anti-bullying policy

School follows the district policy for bullying, threats and intimidation, which can be viewed in detail here:

<http://www.columbia.k12.fl.us/Web%20Page%20Policies/Policy%205%20101.pdf>

School resource officers

Through an interlocal agreement with the county sheriff's office, school resource officers are assigned to each school, including Columbia High. These deputized officers are supervised by sheriff's office staff and help with the safety and security of the school grounds before, during and after school.

Crisis response teams

Columbia High has its own Crisis Response team, which in the event of an actual crisis, works with district staff and staff from other schools to ensure safety for faculty, staff, students and stakeholders. This team meets as needed and participates in county-wide training, such as crisis response drills to ensure readiness for real emergencies.

Person(s) responsible: Assistant Principal for Facilities, team members and principal

Frequency of meeting: bi-quarterly

Nutrition Programs

Free and reduced price lunch program provided at the school to students who meet federal guidelines

See more detail here:

<http://www.columbia.k12.fl.us/Web%20Page%20Policies/Policy%208.25.pdf>

Housing Programs

N/A

Head Start

N/A

Adult Education

Provided for and administered by the school district office.

Detailed info is available here:

<http://www.columbia.k12.fl.us/Web%20Page%20Policies/Policy%204.10.pdf>

Career and Technical Education

CHS has multiple career and technical education programs and course offerings. This includes Career Pathways programs, as well as the Career and Professional Academy, which allows students to pursue industry certification through rigorous coursework.

Further, there are CTE learning communities via college prep curriculum within a career theme. Some of these programs also allow students to earn industry certification.

Job Training

In addition to multiple CTE offerings, which again, includes industry certifications in many areas, CHS also has OJT (on-the-job training) and DCT (diversified career training) for students who are on track to graduate. That is, students who have met the requirements on state assessments and have earned the appropriate credits for core coursework have the option of using job-embedded learning to earn their final elective credits.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Stephen Smithy	Teacher
Andrea Cox	Teacher
Todd Widergren	Principal
Nicky Adams	Parent
Charlotte Amparo	Parent
Vince Camp	Parent
Wendy Coody	Parent
Esta Eberhardt	Parent
Tammy Harrington	Parent
Towanna Jelks	Parent
Yvette Kiss	Business/Community
David Mate	Parent
Carlotta Mitchell	Parent
Anthony Mobley	Education Support Employee
Bobbie Morrissett	Parent
Jennifer Peach	Parent
Gigi Register	Business/Community
Lori Robinson	Parent
Myrna Silva	Parent
Brandi Stalvey	Parent
Kathy Thomas	Parent
Kelly Trimble	Parent
Nikki Warren	Parent
Dipika Gandhi	Parent
Angela Jones	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC team has reviewed the previous school improvement plan and the success for each measure that could be evaluated. In some cases, however, because school data for high schools has not yet been released by the FLDOE (such as graduation rate, postsecondary readiness, etc.) it was more difficult to assess progress regarding last year's goals.

Administration has evaluated school performance, with all data made available so far, for presentation to the SAC and discussion among the council for revisions to the SIP goals going forward.

Development of this school improvement plan

The primary role of the school advisory council in the development of the school improvement plan is to provide suggestions and feedback for school improvement and progression to the principal and other council members by approving the use of allocated funds for the extension of classroom and extracurricular activities targeted in the plan.

Preparation of the school's annual budget and plan

The principal is the primary manager of the school's annual budget, however, on items which allow for input, the SAC is presented with recommendations by the principal. The SAC then provides suggestion and feedback, and where applicable, makes motions and votes for approval (or non-approval).

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds shall be used to assist with educational expenses in the classroom, to help fund student organization initiatives, school improvement initiatives (where applicable) and general school functions.

All expenses allocated for the SAC, are directly related to SIP goals and are decided upon by the council by discussion and vote at official monthly meetings.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Buzzella, Charisse	Teacher, K-12
Cooper, Carrie	Teacher, K-12
Dotson, Dennis	Assistant Principal
Harrison, Donnie	Assistant Principal
Jordan, JJ	Assistant Principal
Lang, Justin	Assistant Principal
McIntosh, Gloria	Teacher, K-12
Nelson, Trisheka	Teacher, K-12
Reynolds, Michael	Teacher, K-12
Smithy, Stephen	Teacher, K-12
Thomas, Terri	Assistant Principal
Tilton, Valerie	Teacher, K-12
Widergren, Todd	Principal

Duties

Describe how the LLT promotes literacy within the school

- Promoting literacy skills throughout all content areas with special emphasis placed on implementation of the Florida Content Area Literacy Standards for Social Studies, Science and other Technical Subjects, such as the systemic use of text-based evidence, and frequent interaction with appropriately complex content-rich nonfiction text in all content areas.
- Ensuring that data drives literacy instruction across the content areas by analyzing common assessment scores, as well as developing methods to promote cross-curricular literacy, this includes a strong focus and increasing cross-curricular use of Florida's CIS model and/or other close reading strategies for complex text.
- Setting expectations and measurable goals for literacy growth among all students, regardless of their starting point (low should move to grade level or high to even higher).

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Columbia High School's instruction is largely driven by collaborative processes between and among teachers.

In many core classes, the master schedule has been designed to allow a "common planning" time every other day for all teachers in a given grade level and subject. For example, every other day 10th grade ELA teachers all have the same planning period which allows time to meet and collaborate on instructional strategies, lesson planning, assessment, etc.

For subjects where common planning time is not part of the master schedule, time before school is utilized for common planning time within a subject, grade level.

Additionally, the school's leadership team, which is comprised of department heads and administrators, meets at least once a month, as does each subject area department. Faculty meetings are also held at least once a month for administrative purposes.

To help promote positive working relationships, all faculty members also meet every Friday morning before school for "Friday Fellowship". This time is used for faculty members to share, socialize, get to know fellow faculty members outside of their subject area, and to recognize special achievement.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We will hire highly qualified teachers that has accompanying student performance data by multiple means, such as attending job fairs (NEFEC) and advertising inside and outside of the school district. Additionally, we will hire highly qualified teachers without student performance data, by attending job fairs, advertising inside and outside of school the district, and those who come from state-approved pre-service programs, such as UF ProTeach.

The principal is responsible for the implementation of this strategy, with help from the administrative team.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The teacher mentoring plan for the 2014-2015 school year is to pair new and struggling teachers with highly-qualified veteran teachers that will assist them with classroom management strategies, lesson planning, time management, differentiation strategies, and any other needed assistance. Assistant Principals and the Principal will support new teachers will more regular meetings for feedback and reflection, as well as classroom walkthrus and observations.

The mentor/peer teacher will perform:

- Observations, preconference and post-conference
- Regular mentoring sessions

- Modeling/collaboration on lessons
- Maintain portfolio on teacher with structured review and input from peer teacher

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

- Teachers develop curriculum maps and pacing guides that are aligned to the Florida Standards, teachers then select specific materials that can be used as resources to meet the standard's learning objectives for a given lesson and/or unit.
- This may include using resources that are directly aligned to the standards, such as CollegeBoard's Springboard Curriculum in Math and ELA. Where available and necessary, new curriculum resources were purchased that are state and district-adopted and directly align with the Florida Standards.
- In Social Studies and Science, all teachers will use pacing guides and curriculum maps in order to develop lesson and unit plans for the year. Resources and activities are developed and selected by a standards-specific approach.
- Teachers plan by focusing on standards as a learning goal, then designing lessons to ensure students meet that goal, which could mean pulling from multiple curriculum resources, including primary source documents, etc.
- Further, all teachers have binders with the course descriptions and all standards that are associated with that particular course code (from CPalms). Teachers use this resource to plan standards-aligned instruction.
- Teachers are required to display the content strand, essential question and standard focus, and agenda for lessons as part of their daily board configuration.
- Plans are in place to purchase new curriculum materials for 2015-16 for ELA & Math courses 9-11th grade fully vetted and aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data-driven decision making is an integral way of work at Columbia High School. Teachers use leading indicators and lagging indicators to help make instructional decisions. In most subjects, especially those assessed by state EOCs, teachers utilize common assessments, both formative and summative, using this data to make ongoing instructional decisions by class, subject, department and grade level.

Data is disaggregated down to specific benchmark where possible, or at least content cluster, to identify areas of weakness per student and/or per class to help differentiate instruction. Students who are not proficient on state EOCs or the state reading assessments, are automatically placed in intensive, supportive classes in that subject to help bolster the skills with which they need additional guided practice. For example, students who do not pass the Alg. 1 EOC are placed in Alg. 1 Credit Recover, where they receive additional intensive support before retaking the state Alg. 1 EOC. Likewise, students who score less than proficient on the state reading assessment (Level 2 or below) are all placed in Intensive Reading classes where they receive additional intervention and support in literacy instruction and practice.

Teachers also provide additional scaffolding, peer support, and tutoring in regular content areas for students whose data is indicative of weaknesses in certain areas.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 720

Provide time before school day at least once per week to allow for teacher collaboration, planning and professional development.

Strategy Rationale

Teacher collaboration, planning and professional development are integral to increasing student achieving through the systematic identification and development of best practices centered around standards-based instruction and assessment.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Widergren, Todd, widergrent@columbiak12.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teacher surveys
Student summative assessment data

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

CHS supports the transition of students from middle school to high school in the following ways:
-At the beginning of the school year, freshman orientation (known as Camp Tiger) is organized by the Student Government Association members.
- This program allows incoming freshman students to visit the school during pre-planning for a presentation about the school in general, academic expectations, rules, procedures, policies, etc. These presentations are given by administrative and instructional staff
- Students are then taken in groups on a tour of the school to better acclimate them before school begins.
- Further, once school starts all students are part of a "rules assembly" where the principal and assistant principal review, in detail, different rules and expectations regarding behavior and academic performance.
CHS supports the transition of students from high school to postsecondary options in the following ways:
- The master schedule at Columbia High is student-driven as all available courses determined by student interest and demand
- For most of the core subject areas, at least three levels of study are available, starting with regular, going up to honors, and on up to AP/dual enrollment. In the 11th and 12th grades, intensive Lang. Arts is offered in addition to regular classes, while honors has been eliminated. Students who would have been in honors are encouraged to take AP or dual enrollment, but have the option of regular if they so desire.

- For those students who need/desire it, FLVS classes are also offered. A computer lab and a paraprofessional are allocated full-time to help support students who need access to technology to complete these classes.
- Beyond the required courses for graduation, students are allowed to choose their courses. via one-on-one annual meetings with the school guidance counselors. In these face-to-face encounters the students review their academic history with the counselors and determine a course of study based on their needs and personal postsecondary interests.
- For virtually every type of student we offer a course of study that will meet student needs, whether its for entrance directly to a university with competitive admissions, or to directly enter the workforce following graduation.
- We strive to be a "full options" high school for every student we serve.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

- Currently, CHS primarily uses its partnership with the FLDOE through the GearUp program, which promotes postsecondary readiness and awareness. GearUp provides the services of a full time coach to the school which
- AP and Dual Enrollment courses (through partnership with Florida Gateway College) are offered to better develop and prepare students for the academic demands of post-secondary education.
- Based on PERT, ACT, and/or SAT scores in 11th grade (or before), students being enrolled in college prep courses for senior year in either English, Math, or both.
- These courses ensure the proper and consistent rigor that closely mirrors that of Florida's colleges and universities.
- For all students we provide for the attainment of grade level skills in all major academic areas, including in reading and math. Level 1 and 2 students (based on FCAT scores) receive intensive instruction in order to achieve grade level proficiency in preparation for tackling the academic rigor necessary to work toward post-secondary readiness.
- Further, we have AVID (Advancement via Individual Determination) through the GearUp program, which is a grant-funded program administered by Tallahassee Community College. The AVID/ GearUp program identifies students who may not be currently on track to be college-bound, or do not have support outside of school, yet have demonstrated the capacity to develop their skills to be successful in post-secondary academics through personal and academic skill development. This is the curriculum and training offered as part of their AVID class. An AVID team made up of administration, school staff and the local GearUp coordinator helps to oversee the AVID/GearUp program. This team meets monthly to monitor progress of the program and make changes/revisions as necessary for maximum student benefit and achievement.
- CHS will recognize students who successfully achieve high levels of readiness for postsecondary readiness (via academic letters & bars for students with 3.0 or above cumulative GPA)
- Finally, all administrators and the instructional coach work with teachers in all to help ensure that higher order thinking skills required for post-secondary success are utilized in every subject and in every grade level. Examples include the use of lessons built around the gradual release model, FCIMs, Understanding by Design lesson planning, Costa's Levels of Questioning, as well as student need based on data-driven decision making throughout the year. Additionally, Florida Standards are designed, primarily, to help ensure College and Career Readiness.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Career and Technical Education courses are available to all students at CHS.
Examples:

- Graphic Design, Logistics, Building Construction, Early Childhood Education, Engineering & Technology, Criminal Justice, Business, Finance, Veterinary Assistant, Autobody Repair and Refurbishment, and Health Occupations

Within each of these programs students practice applied learning relevant to the real-world tasks of these career fields. Sometimes this includes short-term internships (such as working at nursing homes for Health Occupations).

Industry certifications

Additionally, students on-track for their graduation and credit requirements are eligible to take on-the-job training (OJT), diversified career technology (DCT), and guided-workplace learning (GWPL) classes. Through these classes, students can work in community businesses, earning high school credit and learning valuable employment skills simultaneously.

The Logistics Academy serves students interested in the logistics field. In this academy, the students work towards industry certification or prepare for higher education in that area. This is intended to both capitalize and meet demand for the emerging logistics, distribution, and supply industry in North Florida. For 2014-15, more industry certifications will be offered including autobody repair and refurbishment and building construction.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

CHS has begun the process of integrating core academic programs with CTE offerings through on-site instructional partnerships.

For example, Biology classes will be working with the FFA Land Lab teacher and students to explore curriculum content through CTE applications. In this case, specifically Agriscience.

Additionally, the HOSA Health Academy students take certain life science coursework as part of their multiyear program, including Anatomy & Physiology. The concepts learned in that course are then built upon during advanced coursework in Health Occupations.

CHS is in the process of bridging more core academic coursework with CTE programs & industry certifications.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

CHS is fully focused on successful, effective implementation of the Florida Standards, which are founded in Career and College Readiness for all graduates.

Though data is only available currently for up to 2012, three-year trend data (2010-12) shows steady gains in several key indicators.

For example, the number of students taking AP and/or dual enrollment courses, for example, is up by about 7%.

Meanwhile, the number of graduates enrolled in a postsecondary institution is down. However, of note, the over that same three-year period, the number of graduates who require a remedial course is down by about 5% and the number maintaining a postsecondary GPA of 2.0 or higher is up by about 6%.

CHS will continue to focus on career and college readiness for all students, utilizing postsecondary awareness and readiness through systemic effective implementation of the Florida Standards for ELA/Literacy and Mathematics, including literacy in the content areas.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase "college readiness" of students in math
- G2.** All teachers will create/revise a standards-based curriculum instructional guide for all content areas, collaborating where possible.
- G3.** Decrease number of students who have attendance below 90 percent.
- G4.** Increase the number of students passing the Biology EOC
- G5.** Improve student proficiency and mastery in Algebra I, Geometry, and Algebra II (FSA EOCs)
- G6.** Increase students' ELA/Literacy proficiency

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase "college readiness" of students in math 1a

G051381

Targets Supported 1b

Indicator	Annual Target
College Readiness Mathematics	58.0

Resources Available to Support the Goal 2

- Teacher expertise, administrative & instructional support, new curriculum resources

Targeted Barriers to Achieving the Goal 3

- Curriculum resources

Plan to Monitor Progress Toward G1. 8

Effective implementation and use of full Math for College Readiness curriculum

Person Responsible

Donnie Harrison

Schedule

Quarterly, from 9/8/2014 to 6/4/2015

Evidence of Completion

PERT scores at end of first semester, teacher lesson/unit plans, teacher feedback, classroom observations & walkthrus, common assessment results

G2. All teachers will create/revise a standards-based curriculum instructional guide for all content areas, collaborating where possible. 1a

G044864

Targets Supported 1b

Indicator	Annual Target
	100.0

Resources Available to Support the Goal 2

- CPALMS resources, including new course descriptions w/ standards
- District instructional coaches

Targeted Barriers to Achieving the Goal 3

- Planning time
- Teacher PD on instructional shifts

Plan to Monitor Progress Toward G2. 8

Common planning time

Person Responsible

Todd Widergren

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Curriculum maps & pacing guides, common assessments, lesson & unit plans

G3. Decrease number of students who have attendance below 90 percent. 1a

G044866

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	15.0

Resources Available to Support the Goal 2

- S.T.R.I.P.E.S. program
- SchoolMessenger system for absent and tardy calls

Targeted Barriers to Achieving the Goal 3

- Limited parental or community support and communication

Plan to Monitor Progress Toward G3. 8

Attendance reports and discipline reports

Person Responsible

Terri Thomas

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increase Attendance and Decreased Discipline

G4. Increase the number of students passing the Biology EOC 1a

G044867

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	67.0

Resources Available to Support the Goal 2

- Teacher Expertise

Targeted Barriers to Achieving the Goal 3

- Amount of hands-on, lab activities and time/resources to do them

Plan to Monitor Progress Toward G4. 8

Teachers will utilize a minimum of eight hands-on activities and/or labs per nine weeks grading period.

Person Responsible

JJ Jordan

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work, Classroom Assessment Results, PMA results, Observations, Lesson Plans and Biology EOC results.

G5. Improve student proficiency and mastery in Algebra I, Geometry, and Algebra II (FSA EOCs) 1a

G044870

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- Instructional coach, teacher/admin. expertise, Florida Standards frameworks, Springboard curriculum materials

Targeted Barriers to Achieving the Goal 3

- Teacher understanding and expertise in instructional shifts necessitated by the Florida Standards for Mathematics.

Plan to Monitor Progress Toward G5. 8

Effective instructional shifts required by Florida Standards for Mathematics

Person Responsible

Donnie Harrison

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, observations, test results from Alg. I, Geometry, Alg. 2 FSA EOCs, curriculum maps & pacing guides, common assessment results

G6. Increase students' ELA/Literacy proficiency 1a

G044873

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- Curriculum resources, including Springboard materials
- Common Planning time

Targeted Barriers to Achieving the Goal 3

- Updated & efficient technology for student interact and production of text
- Professional Development in Instructional Shifts for ELA

Plan to Monitor Progress Toward G6. 8

Make effective instructional shifts for ELA required by Florida Standards by utilizing text-evidence, complex text, and content-rich literary and informational texts in ELA and content-rich nonfiction across all content areas. Including use of current and efficient technologies to interact with and produce (write) text (Chromebooks).

Person Responsible

Justin Lang

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson/unit plans, observations & walkthrus, common assessments & assessment data, student artifacts & data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase "college readiness" of students in math **1**

 G051381

G1.B1 Curriculum resources **2**

 B129087

G1.B1.S1 Purchase and implement new Math for College Readiness curriculum materials, specifically Pearson Prentice-Hall's Intermediate Algebra: Math for College Readiness textbook series **4**

 S141231

Strategy Rationale

Teachers previously had standards and some curriculum resources tied to the Math for College Readiness course, without full curriculum resources.
By purchasing and implementing full Math for College Readiness aligned curriculum

Action Step 1 **5**

Purchase of full Math for College Readiness curriculum

Person Responsible

Justin Lang

Schedule

On 8/4/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Effective implementation and use of full Math for College Readiness curriculum

Person Responsible

Donnie Harrison

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Teacher lesson/unit plans, teacher feedback, classroom observations & walkthrus, common assessment results

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Effective implementation and use of full Math for College Readiness curriculum

Person Responsible

Donnie Harrison

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Teacher lesson/unit plans, teacher feedback, classroom observations & walkthrus, common assessment results

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Effective implementation and use of full Math for College Readiness curriculum

Person Responsible

Donnie Harrison

Schedule

Quarterly, from 9/8/2014 to 6/4/2015

Evidence of Completion

PERT scores at end of first and second semester, teacher lesson/unit plans, teacher feedback, student work, classroom observations & walkthrus, common assessment results

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Effective implementation and use of full Math for College Readiness curriculum

Person Responsible

Donnie Harrison

Schedule

Quarterly, from 9/8/2014 to 6/4/2015

Evidence of Completion

PERT scores at end of first and second semester, teacher lesson/unit plans, teacher feedback, student work, classroom observations & walkthrus, common assessment results

G2. All teachers will create/revise a standards-based curriculum instructional guide for all content areas, collaborating where possible. 1

G044864

G2.B1 Planning time 2

B110546

G2.B1.S1 Common planning for subject area teachers. Master schedule will allow for certain core area teachers to meet collaboratively with a common planning period. Summer planning for subject area teachers. PD half days and early release days will be utilized for collaborative planning as well. 4

S121992

Strategy Rationale

Teachers will be able to share common planning times during the school day in order to overcome the barrier of time. This will allow for creation and planning of instructional units/lessons, including assessments, as well as reflection and revision.

Action Step 1 5

Common planning time

Person Responsible

Todd Widergren

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Standards-based curriculum maps & pacing, common assessments, lesson plans & unit plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Common planning time

Person Responsible

Todd Widergren

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Curriculum maps & pacing guides, common assessments, lesson & unit plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Common planning time

Person Responsible

Todd Widergren

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Curriculum maps & pacing guides, common assessments, lesson & unit plans

G3. Decrease number of students who have attendance below 90 percent. 1

G044866

G3.B1 Limited parental or community support and communication 2

B110548

G3.B1.S1 Identify students of concern and contact parents to help with issues via SchoolMessenger, which will automatically call home daily to let parents know when students are marked absent or tardy to their first class. 4

S121994

Strategy Rationale

If parents know their students did not make it to school, they can be aware and help assist students in attending.

Action Step 1 5

Identify students of concern by having SchoolMessenger call home when students are absent

Person Responsible

Justin Lang

Schedule

Daily, from 10/7/2014 to 6/4/2015

Evidence of Completion

Attendance and discipline records, SchoolMessenger call logs showing number of homes called for absent student

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Attendance and Discipline

Person Responsible

Terri Thomas

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance and Discipline Reports, SchoolMessenger call logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Attendance and Discipline Reports

Person Responsible

Terri Thomas

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increase in Attendance and decrease in discipline

G4. Increase the number of students passing the Biology EOC 1

 G044867

G4.B1 Amount of hands-on, lab activities and time/resources to do them 2

 B110549

G4.B1.S1 Teachers utilize a minimum of 8 hands-on activities and/or labs per nine weeks grading period. 4

 S121996

Strategy Rationale

Students will benefit from the constructivist approach of learning by doing that is especially important in science. The learning will be more meaningful, deep, rigorous, and permanent.

Action Step 1 5

Teachers will utilize a minimum of eight hands-on activities and/or labs per nine weeks grading period.

Person Responsible

JJ Jordan

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

More labs being conducted (lesson plans and observations/walkthrus, student grades)

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Teachers will utilize a minimum of eight hands-on activities and/or labs per nine weeks grading period.

Person Responsible

JJ Jordan

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

More labs being conducted (lesson plans and observations/walkthrus, student grades)

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teachers will utilize a minimum of eight hands-on activities and/or labs per nine weeks grading period.

Person Responsible

JJ Jordan

Schedule

On 6/4/2015

Evidence of Completion

More labs being conducted (lesson plans and observations/walkthrus, student grades)

G5. Improve student proficiency and mastery in Algebra I, Geometry, and Algebra II (FSA EOCs) 1

G044870

G5.B1 Teacher understanding and expertise in instructional shifts necessitated by the Florida Standards for Mathematics. 2

B110552

G5.B1.S1 Building teacher capacity in making Florida Standards instructional shifts for math 4

S122000

Strategy Rationale

High school math instructional shifts required by the Florida Standards should focus on three things: Focus where the standards focus, coherence across grades and topics, and rigor, which must include conceptual understanding and application.

Action Step 1 5

Florida Standards instructional shifts in math

Person Responsible

Donnie Harrison

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, observations, test results from Alg. I, Geometry, Alg. 2 FSA EOCs, curriculum maps & pacing guides, common assessment results

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Effective instructional shifts required by Florida Standards for Mathematics

Person Responsible

Donnie Harrison

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, observations, test results from Alg. I, Geometry, Alg. 2 FSA EOCs, curriculum maps & pacing guides, common assessment result

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Effective instructional shifts required by Florida Standards for Mathematics

Person Responsible

Donnie Harrison

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, observations, test results from Alg. I, Geometry, Alg. 2 FSA EOCs, curriculum maps & pacing guides, common assessment results

G6. Increase students' ELA/Literacy proficiency 1

 G044873

G6.B1 Updated & efficient technology for student interact and production of text 2

 B110556

G6.B1.S1 Implementation and use of Chromebooks as updated and efficient technology in ELA & Reading classrooms 4

 S122004

Strategy Rationale

Students ability to interact with and produce text efficiently and effectively using current technologies is important to current future success with literacy in the 21st century.

Action Step 1 5

Use of current and efficient technology in ELA & Reading (Chromebooks implementation)

Person Responsible

Carrie Cooper

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Chromebook carts in ELA & Reading classrooms, observations, training sign-in sheets, sharing plan for teacher use of carts

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Current and efficient technology in ELA & Reading classes (Chromebooks)

Person Responsible

Carrie Cooper

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Student and teacher reports, technology usage, lesson plans & observations.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Current and efficient technology in ELA & Reading classes (Chromebooks)

Person Responsible

Carrie Cooper

Schedule

Monthly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Lesson plans, observations, faculty surveys, student feedback

G6.B2 Professional Development in Instructional Shifts for ELA 2

B110557

G6.B2.S1 Make effective instructional shifts for ELA required by Florida Standards by utilizing text-evidence, complex text, and content-rich literary and informational texts in ELA and content-rich nonfiction across all content areas. 4

S122005

Strategy Rationale

The Florida Standards are more focused than the previous standards and are geared toward college and career-readiness, however, effective instruction using the standards requires these instructional shifts for ELA and across the content areas (content-area literacy).

Action Step 1 5

Make effective instructional shifts for ELA required by Florida Standards by utilizing text-evidence, complex text, and content-rich literary and informational texts in ELA and content-rich nonfiction across all content areas.

Person Responsible

Justin Lang

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, observations, common assessments, student data

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Make effective instructional shifts for ELA required by Florida Standards by utilizing text-evidence, complex text, and content-rich literary and informational texts in ELA and content-rich nonfiction across all content areas.

Person Responsible

Justin Lang

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson/unit plans, observations & walkthrus, common assessments & assessment data, student artifacts & data

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Make effective instructional shifts for ELA required by Florida Standards by utilizing text-evidence, complex text, and content-rich literary and informational texts in ELA and content-rich nonfiction across all content areas.

Person Responsible

Justin Lang

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

FSA results (at year's end) lesson/unit plans, observations & walkthrus, common assessments & assessment data, student artifacts & data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Common planning time	Widergren, Todd	8/18/2014	Standards-based curriculum maps & pacing, common assessments, lesson plans & unit plans	6/4/2015 biweekly
G3.B1.S1.A1	Identify students of concern by having SchoolMessenger call home when students are absent	Lang, Justin	10/7/2014	Attendance and discipline records, SchoolMessenger call logs showing number of homes called for absent student	6/4/2015 daily
G4.B1.S1.A1	Teachers will utilize a minimum of eight hands-on activities and/or labs per nine weeks grading period.	Jordan, JJ	8/18/2014	More labs being conducted (lesson plans and observations/walkthrus, student grades)	6/4/2015 quarterly
G5.B1.S1.A1	Florida Standards instructional shifts in math	Harrison, Donnie	8/18/2014	Lesson plans, observations, test results from Alg. I, Geometry, Alg. 2 FSA EOCs, curriculum maps & pacing guides, common assessment results	6/4/2015 monthly
G6.B1.S1.A1	Use of current and efficient technology in ELA & Reading (Chromebooks implementation)	Cooper, Carrie	8/18/2014	Chromebook carts in ELA & Reading classrooms, observations, training sign-in sheets, sharing plan for teacher use of carts	6/4/2015 monthly
G6.B2.S1.A1	Make effective instructional shifts for ELA required by Florida Standards by utilizing text-evidence, complex text, and content-rich literary and informational texts in ELA and content-rich nonfiction across all content areas.	Lang, Justin	8/18/2014	Lesson plans, observations, common assessments, student data	6/4/2015 biweekly
G1.B1.S1.A1	Purchase of full Math for College Readiness curriculum	Lang, Justin	8/4/2014		8/4/2014 one-time
G1.MA1	Effective implementation and use of full Math for College Readiness curriculum	Harrison, Donnie	9/8/2014	PERT scores at end of first semester, teacher lesson/unit plans, teacher feedback, classroom observations & walkthrus, common assessment results	6/4/2015 quarterly
G1.B1.S1.MA1	Effective implementation and use of full Math for College Readiness curriculum	Harrison, Donnie	9/8/2014	PERT scores at end of first and second semester, teacher lesson/unit plans, teacher feedback, student work,	6/4/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				classroom observations & walkthrus, common assessment results	
G1.B1.S1.MA1	Effective implementation and use of full Math for College Readiness curriculum	Harrison, Donnie	9/8/2014	PERT scores at end of first and second semester, teacher lesson/unit plans, teacher feedback, student work, classroom observations & walkthrus, common assessment results	6/4/2015 quarterly
G1.B1.S1.MA1	Effective implementation and use of full Math for College Readiness curriculum	Harrison, Donnie	8/11/2014	Teacher lesson/unit plans, teacher feedback, classroom observations & walkthrus, common assessment results	6/4/2015 monthly
G1.B1.S1.MA1	Effective implementation and use of full Math for College Readiness curriculum	Harrison, Donnie	8/11/2014	Teacher lesson/unit plans, teacher feedback, classroom observations & walkthrus, common assessment results	6/4/2015 monthly
G2.MA1	Common planning time	Widergren, Todd	8/18/2014	Curriculum maps & pacing guides, common assessments, lesson & unit plans	6/4/2015 biweekly
G2.B1.S1.MA1	Common planning time	Widergren, Todd	8/18/2014	Curriculum maps & pacing guides, common assessments, lesson & unit plans	6/5/2015 biweekly
G2.B1.S1.MA1	Common planning time	Widergren, Todd	8/18/2014	Curriculum maps & pacing guides, common assessments, lesson & unit plans	6/4/2015 biweekly
G3.MA1	Attendance reports and discipline reports	Thomas, Terri	8/18/2014	Increase Attendance and Decreased Discipline	6/4/2015 quarterly
G3.B1.S1.MA1	Attendance and Discipline Reports	Thomas, Terri	8/18/2014	Increase in Attendance and decrease in discipline	6/4/2015 quarterly
G3.B1.S1.MA1	Attendance and Discipline	Thomas, Terri	8/18/2014	Attendance and Discipline Reports, SchoolMessenger call logs	6/4/2015 monthly
G4.MA1	Teachers will utilize a minimum of eight hands-on activities and/or labs per nine weeks grading period.	Jordan, JJ	8/18/2014	Student work, Classroom Assessment Results, PMA results, Observations, Lesson Plans and Biology EOC results.	6/4/2015 quarterly
G4.B1.S1.MA1	Teachers will utilize a minimum of eight hands-on activities and/or labs per nine weeks grading period.	Jordan, JJ	8/18/2014	More labs being conducted (lesson plans and observations/walkthrus, student grades)	6/4/2015 one-time
G4.B1.S1.MA1	Teachers will utilize a minimum of eight hands-on activities and/or labs per nine weeks grading period.	Jordan, JJ	8/18/2014	More labs being conducted (lesson plans and observations/walkthrus, student grades)	6/4/2015 quarterly
G5.MA1	Effective instructional shifts required by Florida Standards for Mathematics	Harrison, Donnie	8/18/2014	Lesson plans, observations, test results from Alg. I, Geometry, Alg. 2 FSA EOCs, curriculum maps & pacing guides, common assessment results	6/4/2015 monthly
G5.B1.S1.MA1	Effective instructional shifts required by Florida Standards for Mathematics	Harrison, Donnie	8/18/2014	Lesson plans, observations, test results from Alg. I, Geometry, Alg. 2 FSA EOCs, curriculum maps & pacing guides, common assessment results	6/4/2015 monthly
G5.B1.S1.MA1	Effective instructional shifts required by Florida Standards for Mathematics	Harrison, Donnie	8/18/2014	Lesson plans, observations, test results from Alg. I, Geometry, Alg. 2 FSA EOCs, curriculum maps & pacing guides, common assessment result	6/4/2015 monthly
G6.MA1	Make effective instructional shifts for ELA required by Florida Standards by utilizing text-evidence, complex text, and content-rich literary and informational texts in ELA and content-rich nonfiction across all content areas. Including use of current and efficient technologies to interact with and produce (write) text (Chromebooks).	Lang, Justin	8/18/2014	Lesson/unit plans, observations & walkthrus, common assessments & assessment data, student artifacts & data	6/4/2015 quarterly
G6.B1.S1.MA1	Current and efficient technology in ELA & Reading classes (Chromebooks)	Cooper, Carrie	9/8/2014	Lesson plans, observations, faculty surveys, student feedback	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.MA1	Current and efficient technology in ELA & Reading classes (Chromebooks)	Cooper, Carrie	9/1/2014	Student and teacher reports, technology usage, lesson plans & observations.	6/4/2015 monthly
G6.B2.S1.MA1	Make effective instructional shifts for ELA required by Florida Standards by utilizing text-evidence, complex text, and content-rich literary and informational texts in ELA and content-rich nonfiction across all content areas.	Lang, Justin	8/18/2014	FSA results (at year's end) lesson/unit plans, observations & walkthrus, common assessments & assessment data, student artifacts & data	6/4/2015 quarterly
G6.B2.S1.MA1	Make effective instructional shifts for ELA required by Florida Standards by utilizing text-evidence, complex text, and content-rich literary and informational texts in ELA and content-rich nonfiction across all content areas.	Lang, Justin	8/18/2014	Lesson/unit plans, observations & walkthrus, common assessments & assessment data, student artifacts & data	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase "college readiness" of students in math

G1.B1 Curriculum resources

G1.B1.S1 Purchase and implement new Math for College Readiness curriculum materials, specifically Pearson Prentice-Hall's Intermediate Algebra: Math for College Readiness textbook series

PD Opportunity 1

Purchase of full Math for College Readiness curriculum

Facilitator

Instructional Coach

Participants

Math for College Readiness teachers (2)

Schedule

On 8/4/2014

G2. All teachers will create/revise a standards-based curriculum instructional guide for all content areas, collaborating where possible.

G2.B1 Planning time

G2.B1.S1 Common planning for subject area teachers. Master schedule will allow for certain core area teachers to meet collaboratively with a common planning period. Summer planning for subject area teachers. PD half days and early release days will be utilized for collaborative planning as well.

PD Opportunity 1

Common planning time

Facilitator

Administration

Participants

Teachers

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

G5. Improve student proficiency and mastery in Algebra I, Geometry, and Algebra II (FSA EOCs)

G5.B1 Teacher understanding and expertise in instructional shifts necessitated by the Florida Standards for Mathematics.

G5.B1.S1 Building teacher capacity in making Florida Standards instructional shifts for math

PD Opportunity 1

Florida Standards instructional shifts in math

Facilitator

Instructional coach, administrators

Participants

Alg. 1, Geometry and Alg. 2 teachers mainly, but all math teachers

Schedule

Monthly, from 8/18/2014 to 6/4/2015

G6. Increase students' ELA/Literacy proficiency

G6.B1 Updated & efficient technology for student interact and production of text

G6.B1.S1 Implementation and use of Chromebooks as updated and efficient technology in ELA & Reading classrooms

PD Opportunity 1

Use of current and efficient technology in ELA & Reading (Chromebooks implementation)

Facilitator

Media specialist, district technology staff, instructional coach, & trained ELA teachers

Participants

ELA & Reading teachers

Schedule

Monthly, from 8/18/2014 to 6/4/2015

G6.B2 Professional Development in Instructional Shifts for ELA

G6.B2.S1 Make effective instructional shifts for ELA required by Florida Standards by utilizing text-evidence, complex text, and content-rich literary and informational texts in ELA and content-rich nonfiction across all content areas.

PD Opportunity 1

Make effective instructional shifts for ELA required by Florida Standards by utilizing text-evidence, complex text, and content-rich literary and informational texts in ELA and content-rich nonfiction across all content areas.

Facilitator

Instructional coach, expert faculty, vendors, DA regional staff

Participants

ELA & Reading teaches, all staff at times

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Budget Rollup

Summary

Description	Total
Goal 1: Increase "college readiness" of students in math	7,148
Goal 6: Increase students' ELA/Literacy proficiency	44,500
Grand Total	51,648

Goal 1: Increase "college readiness" of students in math

Description	Source	Total
B1.S1.A1 - Math for College Readiness textbook series (PearsonPrentice-Hall)	General Fund	7,148
Total Goal 1		7,148

Goal 6: Increase students' ELA/Literacy proficiency

Description	Source	Total
B1.S1.A1 - Chromebooks purchase (90)	General Fund	31,500
B1.S1.A1 - Gear Up Match for 37 Chromebooks	Other	13,000
Total Goal 6		44,500